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ABSTRACT

Citing papers on a wide range of issues in preschool education, this bibliography contains annotations for 800 articles excerpted from 85 journals published in Czechoslovakia, socialist countries, and capitalist countries. Contents are entered in the following categories: (1) social and ideological basis of preschool education; (2) theoretical basis of preschool education; (3) organization of preschool education; (4) educators of preschool children; (5) play; (6) preschool instruction; (7) care of health and physical training; (8) social and emotional development, moral education; (9) speech and language development; (10) intellectual development, intellect education; (11) aesthetic education; (12) education of children requiring special care; and (13) environment surrounding the child: buildings, playgrounds, equipment, and facilities. (RH)

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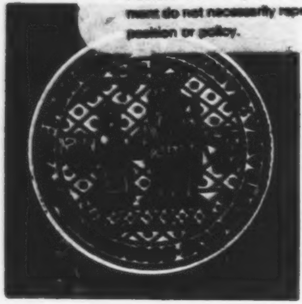

PRESCHOOL EDUCATION

1982

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1 SOCIAL AND IDEOLOGICAL BASIS OF PRESCHOOL EDUCATION

1.1 Czechoslovak Socialist Republic

1. MIŠURCOVÁ, V.: Předškolní výchova a její místo v socialistické společnosti. /Preschool education and its position in the socialist society./

   Nová mysl, 16, 1982, No.10, pp.129-136.

   The importance and aim of preschool education are discussed with a view to some historical, social, political and educational aspects.

2. RYCHTEROVÁ, V.: Dejte mi pastelku./Give me a crayon./

   Učitelské noviny, 32, 1982, No.20, p.12.

   The authoress describes practical experience with the application of the new concept of art education at infant school; aesthetically creative walks, motivation and colour, creative play with a line, development of imagination are discussed.

1.2 Socialist countries

3. ABAYEVA, N.: Obshchestvennoye doshkolnoye vospitaniye v Kazakhskoy SSR. /Preschool education in the Kazakh Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No.4, pp.5-8.

The first nursery school was established in Kazakhstan in the year 1917. In 1920, Children's Week was organised with the aim to win public help in establishing nursery schools. In that year alone, 22 nursery schools were established for 600 children. Preschool education develops in the country in rural areas, too. Preschool yurts that were established in districts with nomadic inhabitants contributed simultaneously to increasing the cultural level of Kazakh women and spread the knowledge of care for children. The first Kazakh women trained for work in preschool facilities helped also in educating the public. At present, there are 7,200 preschool facilities in the republic and they are attended by 875,000 children. This number is planned to increase to 1.183,000 till the end of 1985. Instruction is given in the mother tongue at nursery schools. There are facilities with instruction in Kazakh, Uygur and Russian. At present, teaching Russian is introduced at nursery schools of other nationalities. Out of primary school grade one pupils, 71.8 per cent are children that have attended nursery school. Teacher training is provided by 23 teacher training schools and 3 teacher training colleges. About 600 teachers are university-educated. New nursery schools are built according to typified projects, including indoor swimming-pools.

4. AKHUMYAN, S.: Sovershenstvuyem obshchestvennoye doshkolnoye vospitaniye. /How to improve preschool education./

Narodnoye obrazovaniye, 1982, No.5, pp.18-22.

The number of preschool facilities increases steadily and this should be accompanied by care for increasing the qualification of educational workers. The author deals with various forms of increasing teacher qualification, such as scientific and practical conferences, visits and seminars attended by members of the Academy of Science, university teachers, methodologists and experienced teachers. Methodological boards and methodological associations care for the dissemination of good experience. Considerable attention should be paid to beginning teachers.

5. BUYLIS, A.: Razvitiye obshchestvennogo doshkolnogo vospitaniya v Latviyskoy SSR. /Development of preschool education in the Latvian Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No.8, pp.5-6.

Before the year 1940, when the soviets took over power in Latvia, there had been 11 private nursery schools in Riga with education given in the religious spirit. At present, there are 931 nursery schools in the republic and they are attended by 116,800 children. This represents 54.4 per cent of the population in towns and 24.2 per cent of rural population. Educational authorities pay considerable attention to increasing the level of educational work. Various competitions prove successful, such as a competition for the best equipped methodological study room, or for the best equipped and neatest garden. Indoor swimming-pools are built at preschool facilities. Nursery school teachers get their education at a teacher training school. Kolkhoz and sovkhoz farms send students to the school and give them scholarships and the students return after completing their studies to work in their preschool facilities. Formerly teachers got university education at the Leningrad teacher training college. A consultation centre was established for them in Riga. At present, university study has been opened at the Liyepayski teacher training college.

6. DODKHUDOYEVA, B.: Obshchestvennoye doshkolnoye vospitaniye v Tadzhikskoy SSR. /Preschool education in the Tadzhik Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No.9, pp. 7-9.

The basis for the development of the network of preschool facilities was laid in 1921 by establishing the first nursery school. For this purpose, it was necessary to develop a wide educational propaganda. At present, there are 740 preschool facilities for 26,100 children in the republic. Nursery school teachers are educated at two teacher training colleges and four teacher training schools. 219 teachers got university education in the course of the tenth five-year-plan. Teaching the Russian language has been introduced successfully according to curricula prepared by the Tadzhik Scientific and Research Educational Institute. Illustrative aids and playful forms are used, individual and collective work is carried out in the course of occupations as well as outside them. The Ministry of Education and the republican methodological board follow the teaching of Russian, they seek good experience and issue methodological recommendations for use by the teachers. A TV programme was prepared under the title "Helping the teachers of Russian".

7. GORYASHIN, V.: Prodovolstvennaya programma - delo vsenarodnoye. /The food programme is a nationwide task./

Doshkolnoye vospitaniye, 1982, No.9, pp.10-11.

One of the conditions for the increase of productivity in agriculture is also the development of preschool education. In the course of the tenth five-year-plan, the number of places in preschool facilities administered by the department of agriculture increased by 315,000 in the Russian Soviet Federative Socialist Republic. The network of preschool facilities used by kolkhoz and sovkhoz farms comprises 968,000 places. At the present time, the Ministry of Agriculture concentrates primarily on the improvement of the existing facilities in the sphere of their material equipment, on provisions for good-quality meals for the children, secures vehicles for the transportation of children to preschool facilities. It provides trained personnel for preschool facilities in cooperation with the Ministry of Education and the Ministry of Health.

8. YAROTSKIY, B.: O razvitii obshchestvennogo doshkolnogo vospitaniya v Belorusskoy SSR. /Development of preschool education in the Byelorussian Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No.3, pp. 5-7.

Before the October Revolution, there had been 11 preschool facilities for 200 children on the territory of the Byelorussian Soviet Socialist Republic. Until 1941, 832 nursery schools and 497 crèches were established there. Most of the facilities were destroyed during the war. There are 3716 preschool facilities in the republic at present. Most of them are located in new buildings. Indoor swimming-pools are built at nursery schools experimentally. At the present time, attention is paid to facilities in rural districts. A new type of facility, namely school-cum-nursery school, emerges as especially suitable for small localities. Rural nursery schools become centres of public education. Kolkhoz managements provide flats for preschool facilities teachers, they provide spa treatment vouchers and holiday vouchers for the teachers. Nursery school teachers are educated at three teacher training colleges and eight teacher training schools. In case of need, one-year teacher training courses are opened at secondary schools. Six-year-old children go either to preparatory classes at primary schools or to nursery school transfer classes. In this way, 80 per cent of children get preschool preparation before they start attending school.

9. KARMA, E. - LCHAGVASUREN, Zh.: Razvitiye doshkolnogo vospitaniya v MNR. /Development of preschool education in the Mongolian People's Republic./

Doshkolnoye vospitaniye, 1982, No.2, pp.73-75.

There were no facilities for preschool children in feudal Mongolia. It was only in the year 1928 that a session of the Great Khoural pointed out that the beginnings of communist education lie in preschool age and gave a stimulus for establishing nursery schools. The first nursery school was established in the year 1930 with the help of Soviet specialists. There were already as many as 617 nursery schools in Mongolia in 1980. Besides these, seasonal facilities are opened, too. Nursery school buildings are built for 50, 75, 140 or 280 children. Soviet specialists in personnel training were invited to Mongolia in 1940. A preschool education administration centre was established at the Ministry of Education. Three-year teacher training schools were opened and a preschool education department was set up at the teacher training college in Ulanbatar in the sixties. Soviet experience and the results of Soviet pedagogical science were used in forming the system of preschool education. New curricula of educational work that were introduced in the year 1979 generalize fully the local experience. At the present time, almost all children coming to grade one have attended nursery school or a preparatory class at the primary school.

10. KOBAKHIDZE, M.: Razvitiye obshchestvennogo doshkolnogo vospitaniya v Gruzinskoy SSR. /Development of preschool education in the Georgian Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No. 11, pp. 5-6.

There were five private nursery schools in prerevolutionary Georgia. At present, there are 2,192 preschool facilities there and these are attended by 168,121 children. Teachers get their training at teacher training schools and at preschool education and psychology departments set up at three teacher training colleges. About 500 teachers graduate from colleges every year. Scientific research work is conducted at the preschool education department of the scientific research institute of pedagogical science. The task entitled "Problems of a comprehensive approach to the forming of the child's personality in the nursery school and at home" was studied in depth in the past five-year period. 1969 was the year when the first preparatory classes were opened at schools in Georgia, these being the first ones in the whole U.S.S.R. As an experiment, instruction has been given to six-year old children at nursery schools. Classes for instruction in Russian are being set up, too.

11. MAYEVA, P.: Organizatsiya shefskoy pomoshchi detskim sadam. /Organization of patronage help for nursery schools./

Doshkolnoye vospitaniye, 1982, No. 10, pp. 36-38.

There are 600 big industrial plants and 600 kolkhoz and sovkhoz farms in the Rostov region and 50 per cent of their workers are women. Manpower shortage is felt in the region, the birth rate is lower than in other regions of the R.S.F.S.R. This is the reason why it was decided that it was necessary to provide places in preschool facilities for 100 per cent of preschool children in the eleventh five-year-plan.

The principle was voiced that a manager that has not secured a sufficient number of places in preschool facilities for the children of mothers employed in the plant has not the moral right to run the plant. Artists' unions were won for patronage, too. The union of architects prepared designs of standardized and individual equipment for preschool facilities and their gardens. The union of creative artists allotted each member a nursery school to help with its aesthetic design. Indoor swimming-pools and gymnasiums with specialized equipment are built at nursery schools. The preschool education department of the Rostov teacher training college prepared curricula and contents of parents' education. The participation of 160,000 families with preschool children is envisaged.

12. MEJLOUMIAN, C. S.: Le monde vu par les enfants. /The world seen by the children./

L'école maternelle française, 1981/1982, No.2, pp. 31-32.

This article, which is taken over from U.N.E.S.C.O. Information, reports on the Children's Art Gallery that was founded by J. Agamirian and H. Iguitian in Yerevan, the capital of Soviet Armenia. The gallery's collections comprise about 100,000 children's works collected in three sections: an Armenian one, a Soviet one and an international one comprising 60 countries of the world. Children from the whole Armenian Soviet Socialist Republic enlarge the collections of this gallery, as it stimulates their creativity and their interest in the fine arts. The Children's Art Gallery, which was founded in the year 1970, is backed by the state; it contains the best children's works, both individual and collective, and bears an interesting testimony of contemporary children and their conception of beauty.

13. Mezhdunarodnyi den zashchity detey. /The International Day of Protection of Children./

Doshkolnoye vospitaniye, 1982, No.6, pp.2-4.

In the year 1981, preschool facilities in the U.S.S.R. were attended by 1.600,000 children; another 1.600,000 children went to seasonal facilities. This number is to increase to 2.500,000 children by the year 1985.

14. MOLIERE, S.: Maria Weryho-Radziwiłłowiczowa - życie i praca. /Maria Weryho-Radziwiłłowicz - her life and work./

Wychowanie w przedszkolu, 35, 1982, No.9, pp.451-458; No. 10, pp. 525-531.
2 photographs, 11 refs.

This is to commemorate the work of this Polish reformer who was a follower of Froebel /she lived in the years 1858-1944/. The paper is based on an extensive thesis /1964/ that has not been published yet. A fragment of her work dealing with children's entertainment is attached /No. 10, pp. 531 - 534/.

15. MUZYRYA, A.: Glavnoye - eto budushcheye detey. /The main thing is the children's future./

Doshkolnoye vospitaniye, 1982, No.12, pp. 65-66.

This is information on nursery schools in Cambodia. Child care facilities could be set up only after the liberation from the antinational government. The first child care facility was established in Phnompenh for 80 children of ages ranging between three months and five years. This facility serves as a model one. Parents and plant managers visit it to gain experience as the government decided by the end of 1982 that there should be set up at least one child care facility in each plant and in each province. The model child care facility pursues extensive enlightenment work in the sphere of education and health care. It is only three years ago that the new life in Cambodia began under very difficult conditions. Child care facilities are still in the very beginning, they operate in provisional conditions but every possible help is given to them by the government as well as by the public.

16. OPER, F.: Razvitiye obshchestvennogo doshkolnogo vospitaniya v Estonskoy SSR. /Development of preschool education in the Estonian Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No. 11, pp. 6-8.

An intensive development of preschool child care facilities was observed only after the year 1940 when Estonia was annexed to the U.S.S.R. At the present time, there are 713 facilities here and they are attended by 83,539 children. The design of a new facility, which is a combination of nursery school and infant school, was elaborated as especially suitable for smaller communities. Nursery school teachers are educated at two teacher training schools and at the Tallin teacher training college. Traditional "Spring days" connected with dancing, singing and gymnastic exercise take place in towns and districts. All six-year-old children participate in this festival. The song and dance festival of the Estonian Soviet

Socialist Republic is organized once in five years. 650 six-year-olds participated in the last one. One of the important tasks of the present five-year-plan is to prepare prerequisites for the instruction of children from the age of six. Courses have been prepared for the preparation of teachers and nursery school teachers for the new form of instruction.

17. SAPARMUDAROVA, B.: Razvitiye obshchestvennogo doshkolnogo vospitaniya v Turkmenskoy SSR. /Development of preschool education in the Turkmen Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No.6, pp. 5-6.

The first nursery school in Turkmenia was established in the year 1923. At present, there are 1,155 preschool facilities for 136,000 children there. Teachers are educated at five teacher training schools. In the year 1981, a preschool department was set up at the teacher training college to provide university-level education for nursery school teachers.
The teaching of the Russian language was introduced in nationality nursery schools in the course of the tenth five-year-plan. Beginning with September 1st, 1981, some nursery schools began testing experimental curricula for transfer classes. The results of the testing will be evaluated in 1985.

18. SAVIN, V.: Vospitaniye doshkolnikov v Evenkiyskom avtonomnom okruge. /The education of preschool children in the Evenk autonomous region./

Doshkolnoye vospitaniye, 1982, No. 8, pp. 17-19.

The first nursery school was established there only in the year 1932 when the Soviet government started eliminating the influence of shamans, illiteracy and out-dated tribal customs of the local inhabitants. At the present time, there are 30 preschool facilities for 1,800 children in the region. Teachers for preschool facilities are educated at the Krasnoyarsk teacher training school and at the Leningrad teacher training college. Ninety-six per cent of the educators have secondary or higher education. The specific conditions of the North and the peculiarities of the education of the local population are taken into consideration in educational work. Evenk children are very sensitive, trustful but taciturn, their thinking is concrete, they are not able to abstract. Educational workers study the ethnographical and historical peculiarities of the region; in their educational work, they make use of folk games and plays, of Evenk folklore, of the best national traditions, of the works of contemporary Evenk poets and creative artists. The children master Evenk and Russian at the same time and this is very important for their intellectual development and for their preparation for school. Intensive educational enlightenment of parents accompanies the development of preschool facilities. The wireless and magazines are used for this, too. The starting point and base is again the way in which the Evenks used to bring up their children and prepare them for future work. This means education to industriousness, to respect for the work of hunters and reindeer breeders.

19. SHARIPOVA, D.: Obshchestvennoye doshkolnoye vospitaniye v Uzbekskoy SSR. /Preschool education in the Uzbek Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No. 10, pp. 4-5.

The first nursery school was set up in Tashkent in the year 1918. At the present time, more than a million children attend 7,600 preschool facilities. Eighty per cent of these facilities are located in standardised buildings. There is a network of special nursery schools for children with speech, hearing, sight and motor defects there, too. Nursery school teachers are educated at 17 teacher training schools and at 3 teacher training colleges. In a number of preschool facilities, children are taught to read and write experimentally. The network of preparatory classes at primary schools has extended for those children that do not attend nursery school. The teaching of colloquial Russian is being introduced gradually at nationality nursery schools.

20. SHUSTOV, A.: Razvitiye obshchestvennogo doshkolnogo vospitaniya v RSFSR. /Development of preschool education in the Russian Soviet Federative Socialist Republic./

Doshkolnoye vospitaniye, 1982, No.1, pp. 5-7.

The development of preschool education ranks among the successes that have been achieved in the R.S.F.S.R. Public preschool education was called for as early as at the 2nd Social Democratic Party congress in the year 1903 and later, at the 8th Communist Party congress, in the year 1919. In June 1918, nursery schools were enacted as facilities in the sphere of national education. The network of nursery schools grew substantially in each five-year-plan period. The requirement of an extensive social and economic development laid down for the tenth five-year-plan applied also to the sphere of preschool education. In the course of that five-year-plan period, newly built crèche-cum-nursery school buildings with the capacity of 1.300,000 places were put into operation. The number of nursery schools increased substantially especially in Siberia, in the Far East, in the BAM line construction area and elsewhere. At the present time, preschool facilities are attended by 7.440,500 children. Factories, sovkhoz and kolkhoz farms participate as sponsors in improving the equipment and amenities of nursery schools. They make repairs of the buildings, equip gardens and playgrounds, allot means for toys and aids. To improve the educational work, the ministry of education has organised coordination meetings on problems of physical, moral, work and aesthetic education. Special attention has been paid to physical training and care for the children's health. A nationwide check carried out by educational authorities and health care bodies has brought results: the physical fitness of children has improved, their sickness rate has dropped. Over 600,000 educational workers are employed in crèches-cum-nursery schools. Their professional training is provided by 58 teacher training schools. University-trained educators are trained at 16 faculties of teacher training colleges. Further training of educators is organized in the form of individual study and in courses that combine theoretical instruction with practice. These courses, differentiated for the individual categories of teachers, are attended by 45,000 to 50,000 educators every year. To improve educational work, the ministry of education has issued methodological recommendations, e.g. on play, on the organization of educational work in the course of outdoor stay, on teaching Russian at schools with another instruction language and others.

21. TOLSTUNOV, L.: Obshchestvennoye doshkolnoye vospitaniye v Kirgizskoy SSR. /Preschool education in the Kirghiz Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No. 5, pp. 5-7.

The first nursery school was set up there in the year 1918. The network of nursery schools started growing only after the end of the civil war. In the year 1940, there were 200 preschool child care facilities for 7,000 children in the republic. In the years of the Great Patriotic War, their number increased extraordinarily due to the fact that about 139,000 persons evacuated from occupied territories came here with their children. At the present time, there are 1265 preschool facilities in Kirghizia, attended by 153,700 children. Crèches are also administered by educational authorities. These facilities cater for children of more than 80 nationalities: Russian, Kirghis, Ukrainian, Uzbek, Georgian, Ingush, Tatar and others. This is why international education is of special importance. There is a preschool education section at the republican educational scientific and research institute. This section cooperates closely with the scientific and research institute for preschool education, which is a part of the Academy of Pedagogical Science in Moscow.

22. UZUNYAN, D.: O razvitii obshchestvennogo doshkolnogo vospitaniya v Armyanskoy SSR. /The development of preschool education in the Armenian Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No. 7, pp. 6-8.

There used to be two private nursery schools on the territory of Armenia before the Revolution. Preschool education started to develop only in the year 1920 when the Soviets took over power. At the present time, 29.4 per cent of children below the age of seven attend preschool facilities. There are still big differences between the town and the country. Crèches have been administered by educational authorities since the year 1959. Nursery school teachers are educated at three teacher training schools and at two teacher training colleges. There are in the republic 41 methodological boards with voluntary workers. Model facilities also provide methodological help for teachers. Considerable attention is paid to the preparation of children for school and to securing the linkage between nursery school and school. Commissions for the coordination of this work have been set up in some places. Out of form one pupils, approximately 40 per cent have attended primary school. Besides, preparatory classes are opened at schools for six-year-olds. The children learn Russian in all town nursery schools. Instruction is given in accordance with the curricula prepared on the basis of standard curricula for nationality schools in the U.S.S.R. by the educational scientific and research institute of the Armenian S.S.R.

23. WENZHIK, L.: *O razvitii obshchestvennogo doshkolnogo vospitaniya v Ukrayinskoy SSR.* /The development of preschool education in the Ukrainian Soviet Socialist Republic./

Doshkolnoye vospitaniye, 1982, No. 7, pp. 5-7.

Ukrainian preschool facilities are attended by two and a half million children. This represents 35 to 60 per cent of children in the individual regions. Approximately 80 per cent of kolkhoz farms have their own preschool facilities. Nursery school teachers are educated at three teacher training colleges and at 34 teacher training schools. Regional institutes for further education of teachers organise various forms of further education for the individual categories of preschool educators. The scientific and research institute of pedagogy and psychology of the Ukrainian S.S.R. has worked out, in cooperation with preschool education and psychology department, a system of occupations and methodological recommendations for the individual sections of the curricula of educational work. A whole set of methodological handbooks for preschool educators has been published. The ministry of forestry, together with the ministry of local industries, has secured the production of furniture for all age categories of children as well as the production of toys and sports apparatus. New buildings of preschool facilities are designed with bedrooms, music halls, gymnasiums and sometimes also with indoor swimming-pools. In the course of the eleventh five-year-plan, educational authorities are to create prerequisites for the gradual transition to school instruction at the age of six.

24. VESELOV, G.P.: O sovershenstvovanii obshchestvennogo doshkolnogo vospitaniya v period razvitogo socializma. /Improving preschool education in the period of developed socialism./

Doshkolnoye vospitaniye, 1982, No. 8, pp. 9-15.

In his paper at the all-Russian conference on further improvement of preschool education, the minister of education of the R.S.F.S.R. concentrated on the following spheres: 1. present-day state of preschool facilities, 2. care for the health of children and educational work, 3. personnel, 4. development plan. As for 1: There are

74,000 preschool facilities in the R.S.F.S.R. at present; these cater for 8.200,000 children, i.e. for every second child. The network of preschool facilities has extended considerably in rural areas in the last few years. As for 2: Some preschool facilities reach outstanding results. The children are well-prepared for school, many of them go to creative art groups, music schools etc. However, some teachers show incorrect tendencies, e.g. of introducing methods of school instruction into the work of nursery schools, of overemphasising instruction to the detriment of children's play. The child may learn a lot but it is necessary to follow to what extent it is able to process everything and how the acquired knowledge is applied in its overall development. The scientific and research institute of preschool education should pay more attention to working out in detail the methods of work in single-class nursery schools. At the present time, the teaching of reading and writing to six-year-olds is tested both in nursery schools and in preparatory classes of some schools. The experiment will be extended next year to cover more schools. The transition of six-year--olds to instruction must be secured materially and it will be necessary to prepare the personnel. The results of the test should be evaluated very carefully. As for 3: Nursery school teachers are educated at 139 teacher training schools and at preschool education departments of 16 teacher training colleges. It is necessary for educational authorities to extend the capacity of teacher training schools as there is a shortage of qualified teachers. The institute for further education of teachers and methodological boards provide further education for nursery school teachers. This further study should be differentiated according to their previous education, length of practice and the nature of work. Each teacher should attend a study course once in every five years. As for 4: The network of preschool facilities should enlarge by one-and-a-half million places in the course of the eleventh five-year-plan. It is also necessary to set up facilities for children with special needs.

25. VESELOV, G.P. - MAKSIMOVA, T.C.: Ob itogakh vserossiyskogo sorevnovaniya kollektivov doshkolnykh uchrezhdeniy sistemy ministerstva prosveshcheniya RSFSR za uluchsheniye usloviy i sovershenstvovaniye raboty doshkolnykh uchrezhdeniy, uspeshnoye vypolneniye zadaniy odinnadtsatoy pyatiletki v 1981 godu. /Results of the all-Russian competition of preschool facilities administered by the ministry of education of the R.S.F.S.R. for the improvement of conditions and perfection of work of preschool facilities, for the successful fulfilment of tasks of the eleventh five-year-plan in the year 1981./

Doshkolnoye vospitaniye, 1982, No. 9, pp. 91-93.

The advisory board of the ministry of education of the R.S.F.S.R. and the presidium of the republican committee of the trade union of workers in education, at universities and scientific institutes evaluated the results of the socialist competition in the field of preschool education for the year 1981. The competition covered the enlargement of the network of preschool facilities, improvement of their material equipment, preparation, selection and dislocation of personnel, increasing of their qualification, perfecting of the educational work. The best results were evaluated and shortcomings were pointed out critically. The best collectives were rewarded. The conditions of this competition, which takes place every year in the eleventh five-year-plan, are stated in the annex on pp. 93-94.

26. Vserossiyskoye soveshchaniye po doshkolnomu vospitaniyu. /The all-Russian conference on preschool education./ Doshkolnoye vospitaniye, 1982, No. 8, pp. 7-8.

This is information on the all-Russian conference on further improvement of public preschool education in the R.S.F.S.R. The ministry of education of the R.S.F.S.R. collected background data for this conference for several years. They concerned mainly increase in the level of educational work, improvement in the material equipment, provision of personnel for educational work and health care. Besides the highest government and party functionaries and press reporters, the conference was attended by ministers of education of autonomous republics, chiefs of national education departments, scientific workers, nursery school teachers. The main report on the tasks of public preschool education in the light of the resolution of the 26th congress of the Communist Party of the U.S.S.R. was delivered by the minister of education of the R.S.F.S.R. The recommendation adopted in conclusion concerned further improvement of preschool education.

27. WILGOCKA-OKOŃ, B.: Współczesne tendencje wychowania przedszkolnego w Polsce a pedagogika Froebla. /Present-day trends of preschool education in Poland and Froebelian pedagogy./

Wychowanie w przedszkolu, 35, 1982, No. 9, pp.438-442.
7 refs.

To commemorate the 200th anniversary of Froebel's birth, the author mentions some principles that are applied in present-day views of preschool education and that Froebel helped to formulate already at his time (the importance of entertainment and play, versatility of activities and materials that the child pursues and handles, the importance of amusing activities for the child's socialisation etc.). The contemporary theory of preschool education in Poland is characterized at the same time.

28. ZHURAVLEVA, M.: Obshchestvennoye doshkolnoye vospitaniye v SSSR za 60 let. /Sixty years of preschool education in the U.S.S.R./

Doshkolnoye vospitaniye, 1982, No. 12, pp. 6-10.

In the U.S.S.R, there are at present 130,000 crèches, nursery schools and crèche-cum-nursery schools attended by more than 15 million children. Further, a considerable number of seasonal facilities are in operation at the time of field work. Preschool facilities are attended by every second child in the town and by every third child in the country. The development of preschool facilities was accelerated especially by the resolution of the Central Committee of the Communist Party of the U.S.S.R. and the Council of Ministers of 1959 on further development of preschool facilities and on the improvement of education of and care for preschool children. This resolution gave rise to a new type of facility, namely the crèche-cum-nursery school. At the present time, this new type represents

67 per cent of all preschool facilities and caters for more than 78 per cent of children. A more rapid development of preschool facilities in villages was influenced by the resolution of the Council of Ministers of 1973 on measures for the further development of the network of preschool facilities in kolkhos farms. Since 1982, new standards and principles for the construction of preschool facilities are in use. According to them, nursery schools are built with music halls, gymnasiums, bedrooms, indoor swimming-pools. The costs of the operation of preschool facilities grow every year. At the present time, 499 roubles are calculated per each child per year; out of this, 80 per cent are covered by the state. The system of Soviet preschool education is based on scientific knowledge and on the Marxist-Leninist conception of education. The scientific and research institute of preschool education, which is a part of the Academy of pedagogical science of the U.S.S.R., has become a centre of scientific and research work. The institute has conducted basic research in many spheres, thus influencing generally the level of education of children in preschool facilities. Together with the preschool education department of the ministry of education of the U.S.S.R., the institute has elaborated new curricula of educational work in nursery schools, using the latest results of science and practice. At the present time, the number of educators working in the U.S.S.R. amounts to 1.200,000. They are educated at 260 teacher training schools and at 42 teacher training colleges. The teachers' further professional development is secured especially by institutes for further education of teachers. Over 100,000 teachers, directors and music teachers participate every year in courses organized for them. Textbooks and methodological handbooks are published with the aim to help educators in preschool facilities. In

the course of the tenth five-year-plan, over 100 titles were published in the Prosveshcheniye and Pedagogika publishing houses with the total number of copies running over 20 million. A system of organised instruction of six-year-olds in transfer classes of nursery schools and in preparatory classes of primary schools has been formed in the course of the last few years. The preschool education institute of the Academy of pedagogical science of the U.S.S.R. has worked out, in cooperation with the preschool education department of the ministry of education of the U.S.S.R., standard curricula for transfer classes of nursery schools. These curricula were tested in practice in the school year 1981/1982; then they were approved and recommended for use as standard curricula for all preschool facilities in the U.S.S.R. Considerable attention is paid to physical training and to care for the health of the children. These problems are discussed at joint sessions of the Academy of pedagogical science and the Academy of medical science of the U.S.S.R. As a result of systematic work, the sickness rate of the children has dropped. For instance, in the year 1977 every child stayed at home due to illness for 24 days whereas it was only 18 days in the year 1981. The scientific and research institute of preschool education, as a part of the Academy of pedagogical science of the U.S.S.R., has worked out curricula for the teaching of Russian in nursery schools of other nationalities. These curricula have been supplemented in the individual union republics by their own practical experience. At present, a topical problem is the improvement of administration and methodological guidance of preschool facilities. This requires constant attention of the educational science and educational authorities. The economic plan counts with further extension of scientific research in the sphere of preschool education, especially developmental physiology and psychology, as well as with further improvement in the preparation of educational personnel and the increase of their professional level.

1.3 Capitalist countries

29. ABBADIE, M.: Ces enfants-là... ceux du Quart Monde. /Those children over there ... those from Quart Monde./

L'école maternelle française, 1981/1982, No. 4, pp. 24-26.

The article discusses the living conditions of the poorest social stratum that comprises about 2 million French, out of which approximately 1 million are children. These children live in extreme poverty and they do not even go to nursery school. This is reflected negatively in their school attainment later. The author deals with the specific problems of the work of teachers with these children. This work is very difficult but it is praiseworthy.

30. AGAZZI, A.: Cultura, politica, institusioni, perfino scuola talora, sensa cosciensa pedagogica? /Culture, politics, institutions, even the school itself without educational conscience?/

Scuola materna, 69, 1981/1982, No. 13, pp. 837-839.

This is a reflection on the lack of basic educational conscience that would penetrate all social activity in present-day Italy. Manifestations of this "poverty" of the society and the Italian culture and its historical roots and development are investigated, as well as the relation to G. Gentile and his philosophy of education.

31. ACHERMANN, D. - FESSLER, H.: Der Kindergarten in Basel einst ... und jetzt. /Nursery schools in Basel formerly.. and today./

Der Schweizerische Kindergarten, 72, 1982, No. 6, pp. 6-7.

Facilities for children of preschool age that were set up at the beginning of the 19th century were called small schools, or schools for the poor, and they were designed for children whose mothers were employed the whole day long. They were sponsored by private persons. Froebel's ideas spread slowly here, the first nursery school according to his model was established in the year 1875. In 1895, nursery schools were taken over by the city. At that time, there were forty of them. It was decided in 1912 that nursery schools were educational institutions and only children over three years of age were accepted. In 1961, the attendance of nursery school was limited to two years. The education of nursery school teachers took one year originally and was prolonged to two years in 1925. The educational work of nursery schools was influenced by Montessori's ideas and by new rhythmically musical trends. At the present time, cantonal courses provide the education of teachers; every teacher must attend the course once in two years. There are special courses for beginning teachers.

32. ANTOINE, P.: Quelle pédagogie pour les enfants migrants? /What education for immigrant children ?/

L´éducation enfantine, 1982, No.2, pp. 8-9.

The number of immigrants increases steadily in France and this poses a serious social problem. The "charter of aliens´ children´s rights" that applies to their children calls for: school enrolment at any time of the year, recognition of and respect for the sociocultural peculiarities of the child, instruction in French, contact with the mother tongue and the culture of the native country and the like. It is a big problem for school how to integrate foreigners´ children in the classes and how to prevent their difficulties in learning. The article brings suggestions for solving these problems.

33. Au Portugal. /In Portugal./

L´école maternelle française, 1981/1982, No.6, pp. 5-7.

This is brief information on the institutions of preschool education in Portugal. Their development has undergone substantial changes in the last ten years due to legal measures that were adopted in the country. The act of 1973 included the nursery school into the school system, the act of 1977 set up a system of public preschool education and the act of 1979 confirmed the status of nursery school. The first part of the article contains a charecterisation of the conception of Portugese nursery school. The second part brings a concrete description of the activity of a rural nursery school in the inland.

34. Aux Etats-Unis. /In the U.S./

L'école maternelle française, 1981/1982, No.5, pp.11-14.

This is an extract from a report on a public survey of preschool facilities in the U.S. that was published in the year 1979. Forty-seven per cent of U.S. inhabitants are women and 7 per cent of children go to private preschool facilities of various kinds. The interest of the author is concentrated on day care centres that are designed for children between 3 and 5. The author deals with their organisation, educational system and staff that comprises both teachers and voluntary workers. The centres organise constant cooperation with the parents and with health and welfare services.

35. BRUZEAU, F.: L'ile Maurice. /The isle of Mauritius./

L'école maternelle française, 1981/1982, No.7, pp.8-9.
2 photographs.

The article brings brief information on the history and present-day situation of the island Mauritius that lies over a thousand kilometres off Madagascar and is inhabited by less than a million people, mostly of Indian and Chinese origin. At the present time, there are 800 private or semiprivate nursery schools on the island that are registered by the ministry of education.

Besides, there are many facilities where everything is paid for. With respect to the climatic conditions, nursery schools are located mostly on the veranda of the teacher's house. The ministry set up a specialised commision for the problems of preschool education in the year 1978. The influence of this commision has made itself felt both in the unification of institutions and in the increase of the level of their educational work.

36. DUNIN-WĄSOWICZ, M.: Soile - to znaczy blask zorzy polarnej. O wychowaniu przedszkolnym w Finlandii. /Soile - this means the shine of the northern lights. On preschool education in Finland./

Wychowanie w przedszkolu, 35, 1982, No.2, pp.87-93.
4 photographs.

This is information on the organisation of preschool education in Finland on the basis of the author's own study stay.

37. Early childhood education.

Edited by J. Feyler.

Educational documentation and information, 56, 1982, No.224, pp.4-88.

This is a continuation of the preceding specialised bibliography that was published under the same title as No. 192 in the year 1974, equally in the Educational documentation and information bulletin /by care of Prof. Gaston Mialaret/. This annotated bibliography contains 371 annotations divided into six sections - selected reference books, relation between early childhood education and lifelong education, integration, creative and psychomotor development, play and preparation for school, organisation. The introduction written by the editor /pp. 5-12/ contains a brief characteristic of contemporary world developmental trends in preschool education, besides technical information on data selection and processing.

38. *En Polynésie Française.* /In French Polynesia./
L'école maternelle française, 1981/1982, No.4, pp. 29-30.

This brief article brings information on nursery schools on the Tahiti and Moorea islands where there live three quarters of the 147,000 inhabitants of French Polynesia. The first nursery school was set up in the year 1965. Since then, the network of nursery schools has developed considerably and the educational level of preschool facilities has increased. Although the conception of the French nursery school has been adopted in principle, local traditions influence the education to a considerable extent in practice through Tahitian language and Polynesian art.

39. Espagne. La situation en 1981. /Spain. The situation in 1981./

L'école maternelle française, 1981/1982, No.9, pp. 7-11.

3 tables, 2 photographs.

This is information on preschool education in Spain. A considerable development of the nursery school system can be observed at the present time as it has an important propaedeutic function in the Spanish school system. Since 1981, all five- and six-year-olds and 80 per cent of four- to five-year-olds attend nursery school. In 1981, directions for nursery and primary schools were issued by the ministry. A part of the directions concerning the contents of sensory and language development and reading and writing in nursery school is reprinted in the article.

40. POTTOVÁ, M.: Předškolní výchova v Dánsku. /Early childhood education in Denmark./

Predškolská výchova, 36, 1981/1982, No.9, pp.26-27.

School attendance is compulsory in Denmark between the ages of 7 and 16. There are various types of child care facilities for children of preschool age. Crèches cater for children below the age of three /attended by approximately 10 per cent of the respective population/, nursery schools take care of children between the ages of 3 and 7 /45 per cent/, preparatory classes are attended by children between 5 and 7 /90 per cent/.

Besides, there is a limited number of institutions resembling family groups where the children are taken care of by a childminder approved by the respective authorities. Children that spend the whole day in the nursery school have a lunch break and they get milk and fruit. The parents pay up to 35 per cent of the costs. Nursery schools are administered by the ministry of social welfare whereas preparatory classes are administered by the ministry of education. If these classes are set up at private schools, the parents have to pay fees. Nursery school children are divided into groups comprising 12 to 20 of them. Each group is taken care of by a single teacher. Most educators are educated professionally at schools for nursery school teachers. The study takes three years. Men show interest in the study, too. They represent 15 per cent out of the total number of students in the last years. University education can be obtained at the teacher training college.

41. GOUTARD, M.: En Inde, der jardins d'enfants ruraux.
/Rural nursery schools in India./
L'éducation enfantine, 1982, No.8, pp.29-30.

The author describes his visit to nursery schools in Gandhigram - a village that endeavours to bring into life the philosophical teaching of Gandhi on society without differences in class, belief or religion. There are 22 nursery schools in the village. They are called "balwadis" and they have very primitive equipment. They are connected very closely with the life of the villagers living in great poverty. "Balwadis" workers are young girls that take care of the children with great enthusiasm and for negligible remuneration while simultaneously seeking to enlighten the women. The life of children is filled with play at the nursery school; the educational work is influenced by Montessori's method. The primary task of "balwadis" is to decrease infant mortality and to prevent moral and physical damage of the children.

42. GOUTARD, M.: L'éducation préscolaire en Colombie, instrument de promotion sociale. /Preschool education in Columbia as a tool of social promotion./ L'éducation enfantine, 1982, No.5, pp.29-30.

Social promotion cannot be understood only as an increase in the standard of living and level of education but as development of social consciousness in the whole width. The article describes experience with the foundation and organization of common education of preschoolers in a remote Columbian village, developing in the cooperation of the villagers stimulated by the Institute for Healthy Family in Columbia.

43. GOUTARD, M.: Le respect de l'identité culturelle: une expérience au Portugal. /Respect for cultural identity: experience from Portugal./

L'éducation enfantine, 1982. No.4, pp.29-30.
1 photograph.

The author explains in her brief article what it means to respect cultural identity in the education of preschool children. Nursery school should get into closer contact with the environment in which the children live - not only with the family but also with the whole life of the community where it is located. The author uses the example of a small village in the north of Portugal to show how the nursery school teacher, together with the children, got to know gradually and systematically the material culture and history of their region, contemporary people and their work and how she tried to develop in the children the feeling of active belonging to the life of their native region.

44. KLEPIKOV, V.: Doshkolnoye vospitaniye v rasvivayushchikhsya stranakh Asii i Afriki. /Preschool education in developing countries of Asia and Africa./

Doshkolnoye vospitaniye, 1982, No.11, pp.73-75.

Economic development plans of Asian and African countries allot little to the development of education. The network of nursery schools is negligible in most of these countries. Positive trends can be observed in

India. The Mother and Child Protection Act stipulates that plants employing at least fifty women should set up crèches and nursery schools. Private plant owners skirt this act and thus this second most densely populated country in the world had only 690,000 places in nursery schools in the year 1979. The total number of children attending nursery schools amounted to 7.208,000 in the developing countries of Asia and Africa in the last years and the number of educational workers was 263,000. Practice shows that a public system of preschool education may be set up only in countries oriented towards socialism. These countries have prerequisites for an extension of the network and for an increase in the level of education and care for the children.

45. LAUTERBACH, S.: *Kindergarten im Kanton Baselland.* /Nursery schools in the Baselland canton./

Der Schweizerische Kindergarten, *72*, 1982, No.6, pp. 9-10.

The first facility for preschool children that was set up on the territory of Switzerland opened in Liestal in the Baselland canton in the year 1789. However, further development of preschool facilities was very slow. Until the year 1895, only 17 communities set up "a school for young children", most of them in the suburbs of Basel and in industrial towns. The school act of 1911 gave communities the task to establish and run nursery schools. Their development stagnated again. A revival could be observed in the fifties and the highest number - 249 nursery schools - was reached in the year 1976. Since then, their number has been dropping slowly and the average number of children attending a nursery school is twenty. The act of 1979 considers nursery school as the first stage of the public system of education but state contribution to teachers' salaries has been abolished.

46. LEQUEUX, P.: Role de l'école maternelle aux îles du Cap-Vert. /The role of nursery schools on the Cape Verde Islands./

L'école maternelle française, 1981/1982, No.8, pp.6-8.

The article informs about the life of children in one of the poorest countries of the third world. It deals with geographical, economic and social as well as cultural conditions. To keep the youngest children alive, nursery schools are set up gradually in this country. They provide food and a favourable educational climate for the children.

47. MACCHIETTI, S.S.: L'educazione infantile nell' Europa degli anni '80. Riflessioni sul rapporto Van der Eyken per il Consiglio d'Europa. /The education of children in Europe in the 80s. Reflections on Van der Eyken's report for the European Council./

Scuola materna, 69, 1981/1982, No.5, pp. 284-286, p. 294.

This is a survey of preschool education in the world at the beginning of the eighties, as presented in Van der Eyken's report. Comments are made primarily from the viewpoint of the importance of family and the share of local communities in the education of children /ecological environment/.

48. MENCARELLI, M.: Fra tradizione e inovazione: direttività e spontaneismo. /Between tradition and innovation: control and spontaneity./

Scuola materna, 69, 1981/1982, No.18, pp.1186-1191.
1 photograph.

The relation between the child's free development and the educator's authority is explained in connection with the views of Rosa Agazzi, a reformer of preschool education in Italy, and her paper delivered at the congress on education held in Torino in the year 1898. The author discusses this in the light of conflicting approaches, namely "spontaneity" or "control", "what control" and also "what culture for the child" /ethical and axiological dimensions of the aims of preschool education/.

49. PSACHAROPOULOS, G.: The economics of early childhood education and day-care.

International Review of Education, 28, 1982, No.1, pp. 53-70.

3 tables, 4 charts, 15 refs.

From the economic viewpoint, costs for the running of day-care centres and kindergartens are compensated in two ways: directly, by the higher employment rate of mothers and by the effect of their income; indirectly, by better prerequisites for activity and economic position of the children later in their lives. Statistical data available so far do not, however, make it possible to evaluate the economic importance of the latter.

50. RIEDER-SHCMIDT, G.: 50 Jahre Kindergartenverein Zunzgen /Basel-Landschaft/. /50 years of the society for the Zunzgen nursery school in outer Basel./

Der Schweizerische Kindergarten, 72, 1982, No.6, pp. 8-9.

Entries in the nursery school chronicle show that the nursery school had been kept from the means of the local society for the nursery school for fifty years, until 1980 /the locality has 1556 inhabitants/. The school act that came into force in April 1980 says that costs for the operation of the nursery school are to be covered by the community. In spite of this, the society has not been dissolved and continues to take care of the nursery school in cooperation with the local authorities.

51. ROBINSON, L.S.: Educational opportunities for young children in America.

Childhood Education, 1982/1983, 59, No.1, pp.42-45.
2 tables.

The author tries to describe the American system of preschool education, which is very difficult with respect to considerable differences in the individual states. Two tables that are presented here give a survey of all the fifty states, stating the number of public and private facilities, length of stay of the children in the facility, existing programs, financial provision and required qualification of teachers. With a view to the considerable differences, it is not possible to draw more general conclusions from the overall picture of preschool education in the U.S.

52. RUBAGOTTI, G.: La situazione della scuola materna statale in Italia. /Situation of the state nursery school in Italy./

Scuola materna, 69, 1981/1982, No.7, pp.423-426.
2 tables.

Statistical data presented show the regional division of the network of nursery schools, their organisation, educational staff and costs. Primarily, it is a statistician's and educationalist's view, didactic problems are treated very briefly.

53. WEST VAN, P.E.: Children's play-groups in the Netherlands.

Childhood Education, 58, 1981/1982, No.5, pp.311-314. 8 refs.

The author reports on a specific organisational form of preschool education in the Netherlands, namely playgroups that have been set up since 1965. They differ from other types of preschool education in their clearly defined programme that stipulates the following aims: 1. the child's socialisation, 2. effect of suitable and safe environment, 3. contact with a larger number of adults /parents are involved to a considerable extent/, 4. the equipment and material provision is based consistently on the child's needs. These groups differ from other forms of preschool education mainly by the degree of parents' involvement and participation in the selection of the programme as well as in direct educational treatment.

54. ZANI, G.L.: I programmi per la scuola materna in Belgio. /Programmes for nursery schools in Belgium./

Scuola materna, 69, 1981/1982, No.3, pp.178-179.

This is information on the document called "Éduquer pour le monde de demain"/ Educating for tomorrow's world/ and laying out the programme of preschool and infant school education. It marks out age limits for preschool age /between 18 months and 7 years/ and lays out the aims of school and principles of the child's development in some spheres /language, aesthetic education, including rhythmical and music education, physical education and gestural education, rudiments of mathematical preparation and preparation for school instruction as such/.

2. THEORETICAL BASIS OF PRESCHOOL EDUCATION

2.1 General problems

55. AGAZZI, A.: Riflessioni su "riflusso" e dintorni. /Reflections on "returns"./

Scuola materna, 69, 1981/1982, No.9, pp.565-566.

The author discusses the pendulum movement "to and back" in educational thinking and the "return" of old ideas clad in new words - see conceptual pairs of traditionalism - novelty-hunting, strictness - freedom, discipline - free development, spontaneity - programming etc. She points out the danger of substituting educational thinking by changing slogans and concrete manifestations of this at present.

56. TSEKHANSKAYA, L.: Skladyvayetsya lichnost. /Development of personality./

Semya i shkola, 1982, No.1, pp.26-27.

In the sixth year of life, the child perfects his ability to control his behaviour. He is able to occupy himself with a certain activity with concentration and he can give up play to fulfil a task given by an adult. He learns to subordinate his behaviour to moral standards and rules. The child's personality starts shaping at this age. A good example of the adults is not sufficient for his correct development. Correct organization of the child's life, adequate work activities, attention towards adults, an explanation of what is correct - all this is necessary, too. The intellectual activity develops very intensively at this age. The development of objectively illustrative thinking makes it possible for the child to acquire generalised knowledge and to distinguish essential features.

57. FOMINA, N.: God sedmoy, god tretiy. /The seventh year and the third year./

Semya i shkola, 1982, No.9, pp.26-29.
2 photographs.

These are excerpts from a mother's diary published gradually since the year 1976 when the first child was born. At present, the girl is seven years old and the boy is three. Although their education is the same, the children differ very conspicuously, which is a manifestation of their different types of higher nervous activity. This is why the mother must choose different ways of influencing them.

58. **KOMAROVA, T.:** *Zadachi doshkolnoy pedagogicheskoy nauki v odinnadtsatoy pyatiletke.* /Tasks of preschool education in the eleventh five-year plan./
Doshkolnoye vospitaniye, 1982, No.4, pp.30-34.

The task of perfecting the system of public preschool education calls forth the necessity to solve a number of educational and psychological problems. In the sphere of physical education, it is necessary to work out a system of making the children hardy, daily routine in the preschool facility as well as in the family, to elaborate in detail the contents, forms and methods of teaching the children basic movements, locomotive games and beginning sports activites. The moral and work education of children requires the development of moral qualities of the personality, such as love for one's country, comradeship, respect for the work of people and a considerate relation to the results of their work. A topical problem is the organization of instruction that would create the basis for the child's further development. The Preschool Education Research Institute of the Academy of Pedagogical Science studies intensively problems of the child's overall psychological development and the development of cognitive and creative abilities necessary for learning at school later. The development of children's speech is connected with it. The teaching of Russian at nursery schools of other nationalities is being solved successfully, on a scientific basis. A new task is the gradual transition to the instruction of six-year-olds. It is necessary to clarify optimum conditions, contents and methods of instruction, to secure continuity between nursery school and school. Many new problems arise in aesthetic education, it is necessary to find a comprehensive approach to it, to create a new type of occupation combining various kinds of children's creativity. Family education should be investigated, too. Attention should be paid to increasing the cultural level of parents, to the development of moral qualities in the family and the like. The improvement of the system of preschool education sets high demands on the preparation of educational staff. It is necessary to work out job profile charts for all workers in the field of preschool education, to define with more precision the principles of scientific organisation of work for preschool educational facilities. Methodological handbooks, textbooks, didactic materials prepared on a scientific basis may be used for this.

59. LAENG, M.: Dove sono d'accordo e dove non lo sono.
/Where we agree and where we do not./

Scuola materna, 69, 1981/1982, No.14, p.903.

This is a polemical response to articles written by G. Cattanei and W. Böhm, who both lay stress on "inner", mental qualities of early childhood education, on the importance of family education and are opposed to "scientism" and obligatory programming of "compulsory" preschool education etc. Laeng is also a supporter of the "Aristotelian-Thomistic school" but he warns that there is a danger that the "spiritualistic" approach will gradually get into isolation due to its opposition to other scientific approaches /biological, behaviouralistic, structuralistic etc./ and that it will not accept new findings in research discovered by these currents for fear of "reductionism".

60. MARHOUNOVÁ, J.: Jak se máš novorozeně ? /How are you, newborn child ?/

Děti a my, 12, 1982, No.4, pp.29-30.
4 photographs.

A new system of care for the children, which is called "rooming-in", has been introduced in the newborn children's ward in Most. It has been in use in the whole ward since 1981. The new system of work consists in reaching as intensive mother-child contact as possible. The infant is laid beside its mother right after the after-birth treatment and the mother may get acquainted with her child. Two hours after the childbirth, the mother is placed in a room for women in childbed. Again, she keeps the child with her. The child gets as much milk as it needs during nursing and develops a nursing regime in physical contact with its mother. Nursing provided in keeping with the child's needs accelerates the production of mother's milk, the weight loss is smaller and the infant reaches the original birth weight much sooner. Another advantage of this method is a decrease in the number of infections and infant jaundice. Mothers take care of their children themselves under the supervision of a nurse and this limits the number of mistakes in child care made by mothers of firstlings.

61. RUTMAN, E.: Iz zhizni mladentsev. /From the life of sucklings./

Semya i shkola, 1982, No.6, pp.23-24.

This is information on some research work conducted abroad. A three-month-old infant is able to fix its attention on inanimate objects longer than on the face of its mother. The observation of a live person brings the infant too many impressions that make it tired and unable to process them. Contact of the infant with its father made in the first hours after birth has a favourable impact on the later father-child relationship. Children that set a mechanical toy into motion by themselves have a better attitude to it than children whose parents set the toy in motion for them. The attitude of the child to an unknown adult improves if the adult approaches the child at its instance.

62. SOVÁK, M.: Vychovávat s odpovědností. /Educating with responsibility./

Děti a my, 12, 1982, No.2, pp.22-23.
2 photographs.

Paediatric research of the last years shows that the ability to integrate into society, i.e. the sociability, is formed at an early age on the basis of emotional relations. Thus all childhood experiences, whether good or bad, accompany us in the course of our whole lives and shape the future character and personality of man by what remains under the level of consciousness. An emotionally satisfied child prospers both physically and mentally whereas a child that is emotionally deprived suffers from various disorders of its physical and mental health. Any traumatisation of the child and hurting of its personal dignity as well as lack or distortion of emotional relations damage the child badly, either latently or patently. Missing emotion in the family cannot be made up for by luxury or by riches. The document of the communist party calls for individual approach and individual evaluation of the child's qualities. According to Comenius, school should be a workshop of humanity, not a more or less administrative facility shifting work and responsibility on the parents.

63. SHUSTOV, A.: Vashnye sadachi doshkolnogo vospitaniya. /Important tasks of preschool education./

Narodnoye obrasovaniye, 1982, No.3, pp.14-19.

The author points out the immense quantitative rise of preschool facilities and their main tasks in the sphere ofphysical education in the forms of collective as well as individual work with children, problems of moral education and the qualification of preschool educators.

2.2 Methodology: research

64. BĂDICĂ, G.: Formarea deprinderilor de muncă intelectuală in grădinită. /Forming the habit of mental work in nursery school children./

Revista de pedagogie, 31, 1982, No.11, pp.44-47.

The experiment that concentrated on small groups of children /2 to 3 children in a group/ was aimed at learning more about the individuality of each child, at applying work "teaching" in keeping with the requirements laid down in the curricula while dosing tasks individually for each child. The experiment took place in the school years 1979-81 and the conclusion reached is that nursery school is a suitable environment for initial teaching and for fortifying the habits of mental work on condition that the teacher approaches each child with respect to its individual characteristics.

2.3 History

65. AGAZZI, A.: Due inediti di Marie Boschetti Alberti. /Two unpublished papers by Marie Boschetti Alberti./

Scuola materna, 69, 1981/1982, No.1, pp.10-11.
2 photographs.

This is a preface to the publication of two papers

/published on pp. 12-13 of the same issue/ of this educational worker that lived in the years 1879 - 1951.

66. BEKHTEREV, V.M.: O vospitanii v mladencheskom vozraste. /On education in early childhood./

Semya i shkola, 1982, No.2, pp.31-33.
   1 photograph.

This passage from V. M. Bekhterev's work called "On education in early childhood" /1913/ is published on the occasion of the 125th anniversary of Bekhterev's birth. It is necessary for the child's normal development to make sure that the child's needs are satisfied since an early age and to remove everything that could restrict the development. Early childhood is of considerable importance for man's physical, moral and intellectual development. Correct physical development secures health of the organism later in life. The rudiments of the future personality take shape at this age, the basic features of the character are supplemented and developed later under the impact of further living conditions, Persons taking care of the child should show patience, kindness, good nature and considerateness to its needs.

67. BĚLINOVÁ, L.: Za A. V. Zaporožcem. /In memory of A. V. Zaporozhets./

Predškolská výchova, 36, 1981/1982, No.5, pp.15-17.
   1 photograph.

This is an obituary of academician Alexander Vladimirovich Zaporozhets, Doctor of Psychological Science, who died in October 1981. He was born in Kiev on 12th September, 1905. After graduation from the university, he worked in the psychology department of N. K. Krupskaya's Academy of communist education, at the Kharkov teacher training college and later at the Institute of psychology in Moscow. In the year 1960, he became founder and director of the Scientific Research Institute of Preschool Education at the Academy of Pedagogical Science in Moscow. In 1968, he became a regular member of the Academy of pedagogical science of the U. S. S. R. He received many party and state distinctions. He concentrated in his scientific research on problems of will, motivation, speech, stages of the child's psychological development and determination of age peculiarities, sensory activity and perception. As director of the Institute of Preschool Education, he created a system of laboratories for individual spheres of preschool education /educational, psychological, physiological, sociological laboratories/.

68. DIEL, E.: Fröbel und die Gegenwart. /Fröbel and the present./

Der Schweizerische Kindergarten, 72, 1982, No.4, pp. 10-13.
1 figure.

Fröbel's work is wide, He devoted himself intensively to school, curricula and educational plans. He elaborated an educational system from nursery school to university. Fröbel's ideas on the importance of family education are topical. Besides the education of children, nursery school should explain the educational principles to mothers. Fröbel observed children carefully. His system of education was based on the knowledge of the child and its needs. He recognized the importance of play for the child's mental development and gave directions on how to use toys. Simultaneously, he stressed education to independence and possibilities of the child's free development. Although he respected the child's individuality, he stressed its integration into society.

69. FRUCHT, E.: Rol N. M. Aksarinoy v rasvitii nauki i praktiki vospitaniya. /The role of N. M. Aksarina in the development of educational theory and practice./ Doshkolnoye vospitaniye, 1982, No.3, pp.52-53.

N. M. Aksarinova, together with N. M. Shohelanov, formed the basis of early childhood education. The study of ontogenesis of higher nervous activity led Aksarinova to the study of a young child. In the twenties, she was head of one of the departments of the Ural state institute for protection of mothers and sucklings. Later, she was head of the department of developmental physiology and children's education at the Central institute for further education of physicians. Diagnostics and dynamics of the child's development were elaborated under her guidance. Problems studied included the education of the child in a collective, the formation of mutual relations among children, problems of adaptation, fatigue and learning. A system of comprehensive observation of the neuropsychological development, behaviour and health state of the children was elaborated for physicians and educators. Aksarinova was one of the first organisers of a scientifically based system of public education for young children in the U.S.S.R. Many of her works have been translated into foreign languages.

70.HRDINOVÁ, B.: Pamětní kniha opatrovny vršovické. /The Vršovice asylum memorial book./

Predškolská výchova, 36, 1981/1982, No. 6, pp.4.

The author presents excerpts from records of a children's asylum since its establishment in the year 1881 until 1932. The records testify to the difficult work of teachers of that time, modest or even deplorable conditions of their work at school and the personal self-sacrifice with which they helped the children and parents to face the social conditions at that time.

71. CHAILLET, D.: Petite histoire de l'école primaire des origines a nos jours. /Short history of elementary schools since their beginnings until today./

L'école maternelle française, 1981/1982, No.8, pp. 17-31; No.9, pp.17-23.

The article brings a short review of the development of the primary school system in France. Its beginnings date back to the 16th century when so called "petites écoles" /small schools/ were set up. The article informs about their types, teachers and teaching methods. The second part of the article characterises the development of the primary school system since the French Revolution; it deals with gradual training of the children, perfecting of the teaching methods and progress in the professional training of teachers. A decisive turn in the development of the French primary school system was brought about by the school acts that came into force in the period between 1881 and 1886. Since the year 1881, preschool child care facilities bearing hitherto the name "salle d'asile" /asylum/ were called "l'école maternelle" /nursery school/ and they were included into the school system. Their network developed considerably since then until 1940 and substantial changes occurred in the training of the teachers. In conclusion, ideas on preschool education from various historical periods are presented, starting with Plato and ending with P. Kergomard.

72. JANUS, H.: Jubilujúce Informatorium. /The Informatorium's anniversary./

Predškolská výchova, 37, 1982/1983, No.3, pp. 26-27.
1 photograph.

Comenius' Informatorium was translated into Polish, German, Latin and English shortly after its completion. The first Czech edition was published in the year 1858 according to the Czech manuscript found in Lešno two years earlier. The first Slovak edition was published in the year 1892.

73. KLINDOVÁ, L.: Pocta Fröblovi. /In honour of Fröbel./ Predškolská výchova, 36, 1981/1982, No.12, pp.28-30. 1 fig.

This is a report on celebrations of the 200th anniversary of Fröbel's birth that took place between April 19th and 22nd, 1982. The celebrations that took place in the G.D.R. were attended by local participants as well as by guests from abroad, specialists in the history of education, preschool education and psychology. At a scientific colloquium that took place in Jena as part of the celebrations, university and academy funcionaries evaluated the ideas of Fröbel and the importance of his work from the viewpoint of the past and the present. Shorter contributions of local as well as foreign participants were concerned with the following topics: sources of ideas in Fröbel's conception of education and his democratic ideas; play as the most important sphere of activity for a preschool child; the importance of preschool child care facilities for the child's all-round harmonious development; the international importance and impact of Fröbel's ideas in the past as well as in the present. Collected papers from the colloquium will be published.

74. KUBÁT, K.: Životní jubileum docentů J. Langmeiera a Z. Matějčka. /Anniversaries of senior lecturers J. Langmeier and Z. Matějček./

Děti a my, 12, 1982, No.3, p.22.

The two psychologists, who both work at the Cabinet of clinical psychology at the Institute for further education of physicians and pharmaceutists in Prague-Krč /and have been members of the editorial board of the Děti a my magazine ever since its foundation/ are sixty years old. Senior lecturers Matějček and Langmeier have devoted their efforts to the study and practice of the sphere of family and the young generation - healthy as well as sick children and adolescents. Mr. Matějček concentrates more on the problems of children with health defects, children in surrogate families and children with reading and writing disorders. Mr. Langmeier conducts research of light brain dysfunctions, psychological deprivation, the function of the family, school children's behaviour and their school assessment. Besides research, the two specialists give lectures to physicians, psychologists as well as students, thus passing over the results of their research work and experience from work in out-patient departments and hospital wards.

75. KULIKOVA, T.: Novatorstvo pedagogicheskikh idey N. K. Krupskoy. /N.K. Krupskaya's new educational ideas./

Doshkolnoye vospitaniye, 1982, No.2, pp.56-58.

N. K. Krupskaya contributed to the development of preschool education in the U.S.S.R. as an outstanding theoretician, organiser and conceptual leader. She applied her knowledge of the history and contemporary state of preschool education in Russia and abroad from positions of Marxism-Leninism. She participated in formulating the tasks of public preschool education that were adopted at the 8th congress of the party /in the year 1919/and have been valid till nowadays. N. K. Krupskaya helped to establish the Institute of preschool education in Leningrad and the preschool department of the Academy of communist education in Moscow soon after the victory of the Great October Socialist Revolution. Krupskaya's views on education became the theoretical basis of special disciplines in the system of nursery school teacher training and in the Program of educational work for nursery schools.

76. LEPIKHOVA, E. - MONASTYRUK, T.: Izuchaem pedagogicheskoye naslediye N. K. Krupskoy. /Getting to know the educational heritage of N. K. Krupskaya./

Doshkolnoye vospitaniye, 1982, No.2, pp.68-71.

The teacher training school No. 3 in Moscow bears the honorary name of N. K. Krupskaya. A seminar devoted to the educational heritage of N. K. Krupskaya is organised at the school every year. The teachers get acquainted with her works on education and they can use them in their work, especially in lessons of educational theory. Conferences are organised at the school, such as the one that was held to discuss the topic "N. K. Krupskaya - founder of Soviet educational science". Krupskaya's views on education are often chosen by the students as topics of their seminar papers. In periods of teaching practice, the students often give lectures to parents on the work of Krupskaya, they prepare notice boards promulgating her ideas. Each anniversary of Krupskaya's birth is celebrated at a festive meeting where Krupskaya's contemporaries and fellow-workers are invited, too. A Krupskaya memorial hall has been established at the school. The teacher training school No. 4 in Leningrad makes use of Krupskaya's heritage in its work, too. A group was set up at the school with the aim of studying her work. The students get to know the places where Krupsakya lived.

77. MATHYS, F.K.: Der Vater frühkindlicher Bewegungserziehung, Friedrich Fröbel. /The father of young children's locomotive education, Friedrich Fröbel./

Der Schweizerische Kindergarten, 72, 1982, No.4, pp. 8-10.

2 figs.

A physical training system for boys, based on strict discipline, began to be promoted in Germany by the end of the 18th century and the beginning of the 19th century. Its aim was to raise able soldiers. The first system of training for girls was elaborated as late as 1920 but not even Pestalozzi accepted it. Fröbel was the first one to draw attention to the fact that movement is the child's basic need, that it brings the child joy and satisfaction. To make locomotive exercises attractive for the children, Fröbel prepared simple verses and rhymes accompanying them. Fröbel considered the ball as the most important physical training apparatus. He accompanied plays with the ball with verses and rhymes that were set to music by Robert Kohl.

8. MIŠURCOVÁ, V.: *150 let české mateřské školy ve světle dokumentů.* /150 years of the Czech nursery school in the light of documents./

Predškolská výchova, 36, 1981/1982; No.5, pp.2-5.
2 figs., 6 refs.

The first asylums in Prague meant the beginning of institutional care for children in Bohemia. They were set up in the Nové Město and Karlín districts in the year 1832. The occupation of children between the ages of two and four took the form of a play. Five- and six-year-olds were taught the trivium, which gave them education in the mother tongue before they came to primary school where instruction was given in German. Thanks to J. V. Svoboda, who was an outstanding teacher, the asylum Na Hrádku became a model for other preschool facilities as well as for elementary instructions. The first nursery school in Prague that was opened in the year 1869 was a public facility, its material and personal needs were secured by the Prague community. Only meals and clothing for poor children were provided by charity. The school was designed primarily for the children of poor parents and of those that were employed. This is why it provided all-day care. The contents of educational work included health care, instruction, handicrafts, plays, singing and physical training. The instruction in the trivium was abandoned in the year 1872. The first nursery school served as a model for establishing further facilities and in 1914 their number amounted to 23. In keeping with Comenius' tradition, the facility was called "mateřská škola" /nursery school/.

79. MIŠURCOVÁ, V.: Už je tomu sto padesát let ....
/A hundred and fifty years have passed .../
Učitelské noviny, 32, 1982, No.33, p.6.

The article contains a historical survey and evaluation of the activity of nursery schools and educational work in the sphere of preschool education in connection with the 150th anniversary of the foundation of the first Prague asylum Na Hrádku.

80. NEČASOVÁ, E.: Dvousté výročí narození Friedricha Fröbela. /The 200th anniversary of Friedrich Fröbel's birth./

Predškolská výchova, 36, 1981/1982, No.8, pp.1-3.
1 photograph.

Contacts with Pestalozzi stimulated Fröbel to set up a similar educational institution. He set up the General German Educational Institute in the year 1812 and a "Kindergarten" /children's garden/ in the year 1840. This facility not only educated preschool children, it also prepared young women and mothers for their role of early childhood educators. Fröbel devoted his attention to sucklings and young children. He stressed that at each developmental stage man must be fully that what is typical for the respective stage. 'Children's garden' should give the child joy, it should develop beauty and stimulate the child's mental development. He stressed also the importance of care for the child's correct physical development. He considered nature and life in the nature as the most important activity. He devised new occupational aids and shapes "developing the knowledge, life and beauty" and this led him to make his eight gifts. His educational views were influenced strongly by the ideas of Pestalozzi and Comenius. Although he was an idealistic thinker, some of his attitudes can be taken over even by the socialist educational science.

81. **NUSPLIGER - BRAND, K.:** Die Gründung des ersten Kindergartens und seine Verbreitung./The foundation of the first kindergarten and its extension./

Der Schweizerische Kindergarten, 72, 1982, No.4, pp. 6-7.

Fröbel wanted to get the means for setting up a nursery school and an institute for the training of educational workers by an appeal on women to become share-holders of a joint-stock company. At first, the sum collected in this way was small. However, new nursery schools were set up soon and administered by women's clubs. The time was favourable for the establishment of nursery schools. The German emancipation movement led the women around the year 1850 to extend their sphere of activity outside their homes and participate in the public life. The profession of a nursery school teacher fulfilled their expectations. The first institute for the training of nursery school teachers in Switzerland was set up in St. Gallen in the year 1873.

82. **NUSPLIGER - BRAND, K.:** Fröbels Kleinkinderpädagogik. /Fröbelian early childhood educational theory./

Der Schweizerische Kindergarten, 72, 1982, No.4, pp. 2-5.

Preschool education represents only one, though significant, part of Fröbelian educational theory. He considered the education of young children as the basis of man's education. He also studied the development of the suckling and pointed out its social, physical and mental needs. He considered the child's smile as the first child-mother contact. His first gifts were designed for sucklings.

83. OPRAVILOVÁ, E.: Výročí Friedricha Fröbela. /Friedrich Fröbel's anniversary./

Mračka, 17, 1982, No.4, pp.6-8.
1 reference.

The article is devoted to the 200th anniversary of birth of the German educationalist Friedrich Fröbel whose name is connected not only with the foundation of preschool educational facilities called "Kindergarten" but also with toys and didactic aids for these facilities. The article brings the biography of Friedrich Fröbel, stating primarily data connected with his educational activities. The main part of the article is formed by a description and evaluation of his "gifts" /Spielgaben/. The negative attitude of the 19th century Czech professional public to Fröbelian heritage is mentioned and explained. Besides, the author gives examples of Fröbel's views that have been accepted by the practice in spite of this negative attitude and that have remained valid until today. The author of the article is of the opinion that it is possible even today to find many stimulative ideas in the works of this educationalist that have not grown old in the course of time and are worth considering.

84. PAZZAGLIA, L.: La libertà d'insegnamento: riflessioni e proposte. /Freedom of instruction - reflections and suggestions./

Scuola materna, 69, 1981/1982, No.8, pp.505-507.

This is an excerpt from a publication containing collected papers from the conference -XIX Convegno di Scholé - that was held to discuss the topic stated above. The excerpt published here is the concluding part of the main paper that opened the discussion with a historical survey of the development of views on the "freedom of instruction" in Italy since the year 1848.

85. PETROVA, E.: Progresivni tendentsii v razvitieto na obshtestvenoto preduchilishtno văspitanie u nas. /Progressive trends in the development of public preschool education in this country./

Nachalno obrazovanie, 22, 1982, No.12, pp.3-10.
3 refs.

The article is devoted to the 100th anniversary of public preschool education in Bulgaria. In the year 1882, Nikola Zhivkov Svishtove set up the first preschool facility in Bulgaria and took care of the development of Bulgarian system of education after the liberation /teacher training etc./. The beginnings of the preschool education were under the influence of West European educational science but Russian influence began to be felt soon /Ushinskiy/. The author follows periods of rise and decline of this school system in bourgeois Bulgaria and states that a new stage began after the socialist revolution.

36. PLEKHANOV, A.: Pochetnoye imya yego ne umret v istorii russkogo prosveshcheniya. /His famous name will remain forever in the history of Russian education./

Doshkolnoye vospitaniye, 1982, No.3, pp.68-70.

Nikolay Ivanovich Pirogov /1810 - 1881/, a surgeon and a thinker, dealt in his works also with the education of preschool children in the family. As an educator, he stressed that it was necessary to begin with the education right from the cradle. He connected the importance of initial family education with the mother's role. He refused views of woman's lower position and intelligence but he requested equal education for her. The woman should be prepared to fulfil her educational role, she should be an attentive psychologist who is able to understand the inner world of the child. The father should also have educational abilities; both parents should know their child well and choose suitable forms of educational treatment. Pirogov's views on intellectual, sensory and aesthetic education and on play remain valid until today.

87. SIMONS-CHRISTENSON, G.: Förskolan fader fyller 200 år. /200 years since the birth of the founder of preschool facilities./

Förskolan, 65, 1982, No.10, pp.8-9.

Two hundred years have passed since the birth of Friedrich Fröbel, founder of the idea of nursery schools. Besides a short history of nursery school, the article deals with the present-day situation in preschool child care facilities in the G.D.R. and West Germany.

88. SOSSO, A.: La situazione italiana nel secolo XIX e il problema dell´ infanzia. /Italian situation in the 19th century and the problem of infancy./

Scuola materna, 69, 1981/1982, No.15, pp.971-973.
1 figure, 9 references.

The author examines the consequences of industrialization for family life and for the life of the child in its family and in child care facilities, especially the consequences of the immigration of farmer families into towns.

89. VOLKOVA, E.: N. K. Krupskaya - vdokhnovitel i organizator obshchestvennogo doshkolnogo vospitaniya. /N. K. Krupskaya - originator and organiser of public preschool education./

Doshkolnoye vospitaniye, 1982, No.11, pp.43-45.

The author, a fellow-worker of N. K. Krupskaya in the years 1936-1939, evaluates especially her work as organiser in the sphere of preschool education. With all the work she had, she enforced the extension of the network of preschool facilities. Around the year 1925, she concentrated her effort especially on the establishment of nursery schools in villages, on organising "patronage" help to rural nursery schools by urban ones. By the end of the 30s, work on the curricula of educational work in nursery schools was nearing its completion. Krupskaya gave valuable comments on these curricula. Nursery school rules were elaborated under her guidance. She worked out personally parts formulating the tasks of public preschool education. Simultaneously, she participated in the work on new curricula that were issued in the year 1938 as The nursery school teacher's handbook. In that year, guidelines were issued for regional and district methodological boards, whose main aim it was to seek and promulgate the best nursery school practice.

90. Vydayushchiysya sovetskiy uchenyi. /An outstanding Soviet scientist./

Doshkolnoye vospitaniye, 1982, No.1, pp.34-37.
1 photograph.

Alexander Vladimirovich Zaporozhets, a pupil of L.S. Vygotsky, began his scientific career by the study of the role of practical activity in the child's mental development. A . V. Zaporozhets' school came into being in the 40s and 50s. A number of research surveys conducted under his guidance dealt with the development of intentional movements and activities in the child. The theory of two phases in the mastering of any activity, namely the orientational and the executive one, was elaborated. According to this theory, external orientation changes gradually into internal orientation, which leads to the conclusion that mental processes influencing the child's behaviour are special forms of orientational activities. This determination makes it possible to seek possibilities of how to guide the child's mental development consciously. Since the year 1960, when he became director of the Preschool Education Scientific Research Institute of the Academy of Pedagogical Science of the U.S.S.R., institute workers explored the regularities of the development of perception and thinking at early and preschool age. The system of sensory education was elaborated for nursery schools on the basis of these research surveys. Simultaneously, A. V Zaporozhets was the head of the laboratory of preschool children's psychology at the Institute of general and educational psychology. The basic research of the effect of contact with an adult on the child's personality development was conducted under his guidance. In the last years of his life A. V. Zaporozhets devoted himself to generalizing the results of long years of research work by working out a theory of the formation of the child's personality. Man's mature personality represents a system consisting of a series of consequent behaviour control levels that are characteristic by hierarchical subordination to motives of activity. This system is built in stages in the course of the whole childhood. Simultaneously, a specific qualitatively peculiar level of the whole system is formed in the child at each age level. This level is not only the basis for subsequent ones, it has its own irreplaceable importance for the child's further development. Psychophysiological qualities that are formed at this stage become parts of the personality's "golden fund". A. V. Zaporozhets stresses the importance of the conditions of this process and especially the significance of education and instruction that organise and direct the child's activity. Natural conditions, the condition of the nervous system and the brain, their normal maturing were, in his opinion, vital conditions of mental development but they did not determine its contents. He opposed strongly the theory of "free education", artificial acceleration of the child's development. He worked out the conception of "amplification", enrichment of the child's mental development, maximum utilization of the physiological possibilities specific for the respective stage. He always saw behind intricate scientific problems the living child that was getting ready for its future life and, primarily, living its own full life, characterized by joy of getting to know the surrounding world. This is why the basic requirement for all those that are in contact with children is to treat the children with care and love. A. V. Zaporoshets shaped the Preschool Education Scientific Research Institute as a complex scientific workplace uniting the activities of specialists in various branches of science: educationalists, psychologists, physiologists, physicians, sociologists. He paid considerable attention to introducing the results of scientific work into practice. He participated actively in the elaboration of curricula of educational work for nursery schools and guided their further improvement on the basis of the latest results of the educational science. This document, which brings into practice A.V. Zaporoshets' scientific views into practice, determines the contents of preschool education not only in the U.S.S.R. but it is also used as a model for building the systems of preschool education in all socialist countries.

91. WEHRLI-KNOBEL, B.: Ärstin und Pädagogin Maria Montessori. /Maria Montessori - a physician and an educator./

Der Schweizerische Kindergarten, 72, 1982, No.4, pp. 18-20.

The article evaluates Montessori's work on the occasion of the 30th anniversary of her death /she died on May 6th, 1952/. At present, her method of training the sensory organs connected with play and occupation without the authoritative influence of adults is discussed again. She defended women's right for education as a representative of the Italian women's organization at the congress in Berlin in the year 1896. She opposed the work of children. At a congress held in Torino in the year 1899, she delivered a paper on moral education and expressed her opinion that children with mental defects should not stand outside the society, that they had an equal or even bigger right for education than normal children. When she set up her Children's house in Rome, specialists from all over the world came to see it and to study her methods. She spent the 2nd world war in India, where she lectured to teachers and students. Schools set up according to Montessori's system were abolished in Germany under the Nazi rule and Montessori's society was dissolved. It was renewed after the year 1947. Montessori gained recognition in England, France, Sweden, Norway and in Holland where she died. Her last publication called "Children are different" discusses the adult-child relationship.

2.4 Comparative studies

92. **HABIŇÁKOVÁ, E.:** Rozbor podmienok vývinu a výchovy jasľových detí.... a kol. /An analysis of the conditions of crèche children's development and education ... et al./

Predškolská výchova, 36, 1981/1982, No.5, pp.9-12.
2 charts, 3 tables, 6 refs.

This is information on the results of a comparative international research survey conducted in the Slovak socialist republic, the G.D.R. and the U.S.S.R. The time devoted by the crèche nurse to individual children in the group was observed and it was found out that the nurse attended to five or six children in an hour on average. A period of 7.6 up to 12 minutes per child is considered as the optimum. The sleeping and waking rhythm of eighteen- to twenty-four-month-old children was observed and it was found out that the requirement of 3 hours' day sleep, which is considered adequate at the present time, was kept only in the U.S.S.R. As there are individual differences in children's need of sleep, no evaluating criteria were laid in the survey on this point but it was recommended to direct further research towards verification of the correctness of organisational instructions used hitherto for the determination of sleeping rhythm in the individual age groups; further, to elaborate a uniform programme for a physiological course of the day valid for the crèche and for the family. The number of social contacts between the nurse and children was observed. Observations covered the ratio of individual and non-individual contacts, the number of social activities provided by the nurse, the average number of social contacts in the course of a single hour. Eighteen to twenty-five individual contacts made in the course of children's play in an hour may be considered as a favourable condition for the child's development and education.

93. HABIŇÁKOVÁ, E.: Rozbor podmienok vývinu a výchovy jasľových detí...... a kol. /An analysis of the conditions of crèche children's development and education. ... et al./

Predškolská výchova, 36, 1981/1982, No.6, pp.5-9.
4 charts, 2 tables.

This is information on the results of a comparative international research survey conducted in the Slovak socialist republic, in the G.D.R. and in the U.S.S.R. The emotional disposition of children was observed in a group of younger toddlers in the course of unorganised play. The emotional state was recorded in the following categories: equanimous mood, good, bad, uncertain. Equanimous and good mood was observed most frequently. It follows from this that unorganised play of children supports emotional manifestations of satisfaction. The number of positive emotional manifestations did not depend directly on individual social stimuli by the adults. The number of children in a group was observed in the course of occupation. Smaller groups are formed for occupation in all countries covered by the survey. The average values were almost the same in all three cases, namely between 3.4 and 3.7. This number does not influence the total number of children in a group, which is different in the individual countries; it rather depends on space that is available. The smaller is the area per child, the more children are concentrated in a group for joint occupations. Groups comprising 3 to 6 children are considered most suitable. The research survey provided a picture of the present-day quality and conditions of educational care for children in selected crèches in three countries. The evaluation criteria show that crèche conditions are very similar in Slovakia and in the G.D.R. Optimum conditions were reached by Slovak crèches 1/ in the utilisation of crèche places, 2/ in the length of children's stay in the crèches, 3/ in the number of children in the course of occupation. Negative conditions were found: 1/ in the area assigned per child; 2/ in the time the nurse can devote to each child. The elaboration of a method of obtaining background data for individual indices and for the determination of evaluation criteria can be considered as a positive contribution. It will be possible to evaluate present-day conditions in the practice on the basis of these experiences and to influence them purposefully.

2.5 Scientific conferences and symposia

94. AGAZZI, A.: Ordine e creativita nella proposta agazziana e nella scuola materna, oggi. /Order and creativity in Agassian proposals and in today's nursery school./

Scuola materna, 69, 1981/1982, No.10, pp.631-635.

This is the introductory speech and conclusions presented at the 9th study session of the Institute Mompiani in Brescia devoted to the topic stated in the title of this article. The session took place on November 13th - 14th, 1981. The contents of the concept of "creativity" and historical /R. Agazzi/ as well as present-day attempts to develop it in children were primarily in the centre of attention.

95. AGAZZI, A.: Ripercorrendo il convegno, i suoi dibattiti e le sue verifiche. /Reflection on a conference and its discussions./

Scuola materna, 69, 1981/1982, No.18, pp.1208-1217.

The author summarizes the results of the 1st all-national conference of preschool educators that took place in Rimini on May 19th - 22nd, 1982. The topic was the examination of educational and institutional bases of preschool education in the present-day world.

96. AGAZZI, A.: *Verifica pedagogica e istituzionale della scuola materna oggi.* /Today's educational and institutional verification of nursery school./

Scuola materna, 69, 1981/1982, No.18, pp.1159-1169.

This is the introductory paper delivered at the 1st all-national conference of preschool educators that took place in Rimini on May 19th - 22nd, 1982. The aim of the conference was to verify the basic starting points and institutional forms of preschool education in Italy with respect to the changes that occur at present. The introductory paper characterised specified basic problems, placed the problems in the history of preschool education, summed up the legal position of nursery schools, the problem of obligatory or voluntary nursery school attendance since the age of five, the relation between nursery school and primary school, problems of autonomy, internal regime, changes in families and changes of children, language, religious and regional problems.

97. CATTANEI, G.: *La scuola materna tra ideologia e valori.* /Nursery school between ideology and values./

Scuola materna, 69, 1981/1982, No.18, pp.1169-1174.
2 photographs.

This paper was delivered at the 1st all-national conference of preschool educators that was held in Rimini on May 19th - 22nd, 1982. It stressed the dominating importance of an ideological attitude to cultural problems in present-day Italy and the necessity of ethical education based on a hierarchy of values with their starting point in man himself, in his right for an existence and free development.

98. Dřevěné hračky a učební pomůcky v životě dítěte. /Wooden toys and teaching aids in the child's life./

Hračka, 17, 1982, No.1, pp.2-3.
4 photographs.

The article evaluates the 2nd symposium on toys that was organised under the title "Wooden toys and teaching aids in the child's life" by a branch of the Czechoslovak Scientific and Technological Society at the national enterprise Tofa Semily producing these toys. An exhibition of wooden toys, games and teaching aids for crèches and nursery schools as well as historical toys and puppets was organized at the time of the symposium.

99. FIXL, V.: Kolokvium o tvorbě hraček. /A colloquium on toy design./

Hračka, 17, 1982, No.4, pp.4-5.
2 photographs.

This is a report on a colloquium on toys and puppets that took place in Prague on September 20th - 24th,

1982. Specialists invited from socialist countries dealt with the problems of new design of basic aids and toys for nursery schools and problems connected with designing toys for mentally and physically handicapped children. The colloquium enabled exchange of information on the present-day state of toy design, production and distribution and on the equipment of nursery schools as well as on the education of new personnel in socialist countries represented at the colloquium. The participants discussed possibilities of mutual cooperation and exchange of professional publications as well as cooperation in designing basic aids for nursery schools and for physically and mentally handicapped children.

100. GALLI, N.: Educazione familiare e cambiamento culturale. /Family education and cultural environment./

Scuola materna, 69, 1981/1982, No.11,pp.719-725.

This is a part of the main paper delivered by Professor Galli at the 20th session /XX. Convegno di Scholé/ devoted to this topic and held in Brescia on September 17th - 19th, 1981, It discusses the past, present and future prospects of the family and family education with numerous references to research conducted lately by historians, sociologists, educationalists, philosophers of culture and ecologists.

101. *Journée nationale des maternelles 20 janvier 1982.* /January 20th, 1982 - national day of nursery schools./

L'éducation enfantine, 1982, No.7, pp.4-6.

A festive session of specialists in preschool education, educationalists, animators, physicians, architects, psychologists and paediatricians was held on January 20th, 1982 on the occasion of the National day of nursery schools. The professional programme dealt with the life rhythm and needs of a young child. The article contains an excerpt from the main paper that was delivered by Mrs. Jeanne Vincent.

102. PAPARELLA, N.: *Oltre i miti: Sociologismo e psicologismo.* /What is hidden behind the myths of sociologism and psychologism./

Scuola materna, *69*, 1981/1982, No.18, pp.1175-1180.
2 photographs, 11 refs.

This is a paper delivered at the 1st all-national meeting of Italian preschool educators held in Rimini between May 19th and 22nd, 1982. The author explains the birth of "isms" in general and "sociologism" and "psychologism" in particular and he points out the fact that this is a theoretical reduction of the reality's totality with a cognitive value as a model. He analyses the sociological approach in educational theory as well as the psychological approach and shows the weak points of both rivalling approaches. The conclusion, which is very brief, defends the approach that considers the child and school as the centre of human community. "We do not believe in education that observes the personality through the visor of a formative path determined in advance, we believe in education that attaches and finds expression in the quality of experience that the personality gains at each stage of its development".

103. STEHLÍKOVÁ, B.: Ilustrace dětské knihy v zrcadle BIB '81. /Children's book illustrations in the mirror of BIB '81./

Estetická výchova, 22, 1981/1982, No.6, pp.144-146.
4 photographs.

The article contains two parts. In the first part, the author reflects on contemporary trends in illustrations for children, characterised by miniature veristic painting, sometimes coloured with a touch of naivism. Many of the illustrations presented at the 8th biennial of children's book illustrations held in Bratislava were perfect visions of a phantasy world, sometimes concentrated on gloomy motives, occasionally even on the verge of horror. Altogether, 280 artists from forty countries of all five continents participated in the biennial. The second part of the article contains a summary of all actions that took place in Bratislava in the course of the biennial. As a part of the biennial, a two-day symposium was held to discuss the topic "How an illustrated children's book comes into being".

104. THERIEU, T.: *O wychowaniu przedszkolnym i kongresie w Quebecu.* /On preschool education and congresses in Quebec./

Wychowanie w przedszkolu, *35*, 1982, No.1, pp.21-23.
1 ref.

Besides giving information on the proceedings of two congresses held in Trois Rivières in the vicinity of Quebec and dealing with preschool education, the article informs briefly about the organisation and problems of preschool education in Canada, particularly in the Quebec province.

105. VALERIANI, A.: *Oltre i miti: bambinismo, adultismo, precocismo.* /What is hidden behind the myths of "childishness".,"children's adulthood", "precocious maturity"./

Scuola materna, *69*, 1981/1982, No.18, pp.1180-1185.
1 photographs.

This paper was delivered at the 1st session of preschool educators that was held in Rimini between May 19th and 22nd, 1982. The concept of "childishness" etc. express certain attitudes of the educator /family or school or the outside environment in general/ to the child and its development. It is possible to accept its "childishness", to protect it excessively but also to deprive it of independence, to "own" the child and the like; or, on the contrary to consider the child as a "small adult" and to treat it accordingly. Another approach wants to accelerate the child's development and prepare the child "prematurely" and "teach" it for the next stage of development /e.g. for nursery school activities or for a transition to primary school/. With respect to this "scale" of possible educational mistakes, preschool educators have the special aim to explain and clarify criteria and conditions of "normal" healthy development in connection with changes brought in the course of time. The rather theoretical and conceptual introduction is followed by a critical discussion of problems connected with the approach preferring preparation for school instruction in nursery schools /introduction of the basics of reading and writing etc./.

3. ORGANIZATION OF PRESCHOOL EDUCATION

3.1 Legislative standards and regulations

106. Orari di lavoro e servizi sociali. /Working hours and social services./

Scuola materna, 69, 1981/1982, No.11, pp.711-717.

The public survey conducted by the editors concerns primarily present-day outlooks of crèches in connection with the problems of shortening the working hours, especially for women /i.e., among other reasons, due to unemployment/. Survey participants give their opinions on the problems of education in the family /by the mother/ and education in crèches and nursery schools, various possible adjustments of working hours for mothers with small children are considered /including variable systems/.

3.2 Types of facilities

107. BRÁZDOVÁ, E. - TRUNEČOVÁ, M.: Význam postupné adaptace dětí v jeslích. /The importance of children's gradual adaptation to the crèche./

Predškolská výchova, 36, 1981/1982, No.8, pp.18-21.
2 photographs, 1 table.

The experience from East Bohemian region is discussed. It is recommended to adapt children to crèches gradually before their mothers go back to work. This takes one to three weeks, depending on the child's individual adaptability. The mother, father or another family member cooperates at the beginning. Children below ten months can be accepted to the crèche without the presence of the mother. Children at ages between ten and thirty months need the mother's help urgently and they represent the most problematic group in this sense. Children at ages between thirty and thirty-six months may be adapted to the crèche in the presence of their mothers in a shortened period and if they are independent, the mother's presence is not even necessary. Cooperation between the crèche nurse and the family begins with a visit to the respective family in most of the districts of East Bohemia. The nurse makes the first contact with the child, gets information about its family and advises the parents on how to prepare the child for the crèche. All child care facilities of the region keep uniform records of children's adaptation /a specimen of this so called Child Adaptation Course Record is attached/.

108. DOCCLO, P. - GOUY, M. - DERAVE, M.: Ateliers et pédagogie par projets. /Classrooms and the educational contents of projects./

L'école maternelle belge, 1982/1983, No.1, pp.10-18. 3 photographs.

The article is inspired by inspector M. M. Labye's book on nursery school classrooms. The first part discusses the function of educational projects as a method based on life and returning to it. An analysis of the concept of educational contents of a project and its confrontation with practice leads to the conclusion that this method corresponds to present-day requirements for education in mixed nursery school classes. The next part of the article deals with the arrangement and equipment of nursery school rooms in a way stimulating and motivating the children's versatile activities carried out within the framework of the respective project.

109. FLURI, H.: Spielgruppen in der Schweiz. /Playgroups in Switzerland./

Der Schweizerische Kindergarten, 72, 1982, No.10, pp.10-11.

Small playgroups for children between three and five years of age have been set up mostly by parents themselves in cooperation since the 70s /nursery schools accept children since the age of five/. These groups are mostly catered for by women of various professions that have stayed away from work after the birth of their children. The children come for two or three hours once or several times a week. This form is considered ideal for the child's transition to nursery school where the groups comprise more children. Women catering for these playgroups can use the services of a consultation centre or attend short-time courses organised by the centre. They can obtain further information through the press, TV, wireless and in professional literature. The number of these groups is estimated at a thousand and is further growing.

110. GOUTARD, M.: Des crèches mobiles en Inde. /Mobile crèches in India./

L'éducation enfantine, 1982, No.2, pp.28-29.

The "mobile" crèche movement came into being in India in the year 1969 on the initiative of Mrs. M. Mahadevan. At the present time, there are about a hundred of them in the vicinity of Delhi and Bombay. Crèches are designed for the children of migratory construction workers; they open at eight o'clock in the morning when the crèche workers take children from their homes, wash and feed them. This is followed by plays and an educational programme. An important task of these crèches is help for families that have no firm social background due to the migratory way of life. This is why crèche workers, besides taking care of the children, help to implement educational programmes. They organize alphabetization courses, newspaper reading groups, discussions on hygiene, nutrition and education, theatre and film performances, celebrations and the like. If these mobile crèches are to survive, they need wide support of the public.

111. GOUTARD, M.: Où et comment s'installe l'éducation préscolaire dans le monde. /Where and how preschool educational facilities are run in the world./

L'éducation enfantine, 1982, No.9, pp.29-31.
2 photographs.

The author, who is the chairman of the World Organization for Preschool Education at present, brings in her informative article some interesting facts on the conditions in which preschool facilities operate in various parts of the world. In Europe, preschool facilities are located in special buildings designed for nursery schools and in buildings adjusted for the purpose. In countries with a warm climate, preschool facilities can be found in abandoned wagons or buses and the like. Children of India, South America and Africa must make do with a mere veranda. The Africans say: "When Europeans say the word 'school' they mean the building; for us school means the teacher".

112. GOUTARD, M.: *Un système de crèches à domicile au Brésil.* /A system of home crèches in Brazil./ L'éducation enfantine, 1982, No.7, pp.29-30.

The author describes a visit to a home crèche in a poor community near Brasilia. At present, there are about 472 crèches of this type in Brasil. They are similar to microcrèches in our sense. The child minders must be able to read and write and they must not be older than 65 years. Each of them takes care of six preschool children in her cottage, with the occasional help of the social worker, who supervises 16 of such crèches and who works under the patronage of OMEP. Child minders are paid from the social services fund; the children's food and clothing is paid by the parents. This type of care for children from the poorest families has been found effective, especially with respect to the fact that it helps decrease infant mortality and malnutrition.

113. HALYOVÁ, H.: Organizace práce v jeslích. /The organization of work in a crèche./

Predškolská výchova, 36, 1981/1982, No.8, pp.24-25.

One of the prerequisites for the implementation of the educational system in the crèche is a positive working atmosphere, well-thought-out organization of the nurses' work. The daily programme, which is laid down for the individual age groups, differs in the number and length of sleeps. Their time is fixed, just the same as meal times. The length of the children's outdoor stay depends on the season, educational occupation should take place at the time of the child's optimum nervous state. It is important to organize the work of nurses in keeping with the principles of sequence of child care moments, thus providing care continuously, eliminating waiting time of children and keeping the children active all the time. Nurses' absence is the biggest obstacle in keeping the sequence. This is why it is recommended to make work plans for the whole number of nurses present as well as for situations when one or more nurses are absent from work. A similar plan should be made for auxiliary staff so as to secure all work in time and not to disturb children in their activities.

114. GRĘBSKA, H.: *O wychowaniu przedszkolnym na wsi.* /On preschool education in villages./

Wychowanie w przedszkolu, 35, 1982, No.3, pp.131-134.
3 tables, 1 photograph.

Overall data are given on the organization, number and structure of village preschool facilities in Poland.

115. IVANOVOVÁ, L. *Zkušenosti s komplexním uplatněním jednotného systému výchovné práce v jeslích.* /Experience with complex implementation of the uniform system of educational work in crèches./

Predškolská výchova, 37, 1982/1983, No.2, pp.5-8.

The results of a three-year check of the implementation and effectiveness of the uniform educational system in preschool facilities show that the programme of educational work suits the needs of crèches and strengthens their educational function. The level of educational work has improved in the course of gradual implementation of tasks. The contents and methods of educational work are varied and beneficial to children's harmonious development. The children are not limited by too much organized activity, they have sufficient time for play and outdoor stay in the course of the day. They are active and independent in the course of play and other activities. Critical remarks have appeared, too. They stress the need to work out in detail the methodology for individual spheres of educational work. The results of the complex analysis will be utilized and they will be reflected in the new edition of the programme of educational work.

116. JÍROVÁ, Z.: Činnost sekce zvláštních mateřských škol při PÚP ve školním roce 1981/1982. /Activities of the special nursery schools section in the school year 1981/1982./

Otázky defektologie, 25, 1982/1983, No.2, pp.79-80.

The author reports on visits made with the aim to check the adequacy of tasks in the work with children in groups A and B of special nursery schools and, simultaneously, to judge the methods and forms of work chosen. On the whole, all visits were evaluated positively not only for their rich contents and suitable structure of occupation but mainly due to the fact that the teachers applied and combined all methods, i.e. illustrative, practical and verbal ones.

117. KLECHOVÁ, V.: Naše spolupráce s jeslemi. /Our cooperation with the crèche./

Predškolská výchova, 36, 1981/1982, No.10, pp.19-20.

The author describes experience with cooperation between a crèche and a nursery school in keeping with a plan that lays down tasks for the individual months. The two teachers that work in the class of the youngest children visit the crèche before the beginning of the school year. They get acquainted with the children and their records. Crèche workers visit the nursery school in October to see how their former charges have adapted themselves to nursery school. What follows is an educational meeting connected with exchange of experience. Nursery school children visit their friends in the crèche in December. On the occasion of the International Women's Day, children of both facilities prepare gifts for the nurses and teachers. In May, joint play of children in the garden is organised in the garden. The International Children's Day is an occasion for a group of crèche children to participate in the celebration held in the nursery school. The final action is a joint meeting of educational workers of both facilities where the results of the yearly cooperation are evaluated and plans are prepared for the following school year.

118. KOVINKO, L.: Strana chudes kazhdyi den. /A wonderland every day./

Semya i shkola, 1982, No.8, pp.19–22.
3 photographs.

This is information on a model nursery school in Yerevan. The parents, under the headmistress' guidance, help willingly to equip the nursery school and, especially, the garden. Besides the usual garden toys and sheds, the garden has a miniature outdoor museum, a small wind mill and a cottage with a stove. To understand the price of bread, the children grow rye on a small bed in the garden. Various forms of educational enlightenment of the parents are used; each family chooses the one that suits it best.

119. MASSEZ-CEUPPENS, D. - DEHAES-VANDERHAEGEN, F.:
Le cotitulariat. /Cooperation of teachers./
L'école maternelle belge, 1981/1982, No.2, pp.62-71.
4 tables.

The article describes experience with a new type of organisation in nursery school: 45 children between the ages of three and five work under the guidance of two teachers in a large classroom consisting of two parts and equipped with specialised corners for various activities /creative play, play with sand and with water, language, art and work education, basics of mathematics etc./. The article discusses the changes in organisation that are made in the course of the year on the basis of a plan. This organisation of educational work necessitates specific methods and a well-thought-out division of teachers' work. The new organization has proved successful in principle and will be worked out in more detail.

120. MIŠURCOVÁ, V.: Mateřská škola - tradice a současnost.
/Nursery school - tradition and the present./
Děti a my, 12, 1982, No.4, pp.14-16.
2 photographs, 1 table.

The present-day significance of preschool education is discussed. The programme of further development of the Czechoslovak system of education envisages that nursery school will participate increasingly in the child's all-round development, neutralise the negative effects that the child is exposed to, offset and remove shortcomings in its physical, mental and character development and include suitable preparatory activities to prevent possible problems in further education at school. In Czechoslovakia, there are Czech, Slovak, Polish, Ukrainian and Hungarian nursery schools. The aim is to give all children education in their mother tongue. The following part of the article gives a historical survey of the development of preschool education in Czechoslovakia. Institutional preschool education has a tradition of 150 years in Bohemia and Moravia and the system of public care provided by the socialist society is built on this tradition. Czech children's asylums and German "Kleinkinderbewahranstalten" began to be set up since the year 1832. Asylums were charity institutions for children between the ages of two and six. J. V. Svoboda's nursery school became a model of child care. "Kindergärten" were the work of the German educator Fröbel who founded the first one for children of the German bourgeoisie in the year 1864. The first Prague nursery school was set up at the St. James' church in the year

1869 as a semi-public facility for children from poorer families. The school act of 1869 and the decree of 1872 eliminated school methods of work from nursery schools and differentiated between nursery school with educational aims and nurseries and creches with the aim of child care. The network of preschool facilities grew later and class differentiation could be observed with differing organization, function and educational conceptions. Qualitative and quantitative changes occured after World War II. Nursery schools were nationalised in the year 1948 and they became the first element and an integral part of the school system providing uniform education free of charge. The new conception of preschool education is based on respect for the child and on the educators' effort to give the child possibly best conditions for its full development in the spirit of Comenius' natural education. The social character of preschool education was further intensified in the year 1960 when the new school act came into force. Joint facilities of the type creche-cum-kindergarten that have been built correspond to uniform requirements for the whole preschool age. The 70s witnessed the beginning of the preparation of new documents containing a new conception. The Programme of educational work in creches and nursery schools became the standard for experimental verification in the year 1978. The best education for a preschool child may be provided only by coordinated harmonious cooperation of the family and public preschool facilities. A characteristic of various forms of society's help to families is given. Thus education becomes a matter of the whole society in socialism. The attached table gives the yearly numbers of nursery schools, classes and attending children until 1980.

121. PALLINI, D.T.: Asilo-nido: bene sociale o rischio ? /Is the crèche social benefit or risk ?/

Scuola materna, 69, 1981/1982, No.2, pp.116-119. 2 figs., 5 refs.

The author presents the views of paediatricians, educators, educationalists and parents on the suitability of education in the crèche since an early age. A survey conducted among the parents shows that - in comparison with theoreticians - the public underestimates considerably the importance of the mother-child contact at an early age. Discussions are concerned with the possibilities of decreasing the educational risk of crèche education by a "supplementary educational programme", i.e. in the family, by a more intensified cooperation between educators and parents.

122. POLÁČKOVÁ, V.: Dítě a rodina. /The child and the family./

Predškolská výchova, 36,1981/1982, No.9, p.29.

Surrogate family units are a special form of raising children without their own families. They came into being in Ostrava sixteen years ago and experience gained with them is described in the article. These artificial families were intended to resemble physiological families as much as possible. Besides a careful selection of foster parents, attention was paid to the selection of children and their age composition. The group was made up of children between the age of several months and ten years. Most of the children were at preschool age. The foster parents took over the function of parents in the whole width. They participated in the children's education together with the nursery school and other children in the family. Older children became models for the younger ones in fulfilling their work duties, at play and in school work. Relations among children in foster families are sometimes better than those among blood relations. The oldest children have left family units by now and set up their own families. Now their small children become source of joy and objects of joy and care by children from the family unit who pay back in this way what their older "brothers and sisters" gave them years ago.

123. RINGLER, J.: Docela jiná škola. /Quite another school./ Rodina a škola, 24, 1982, No.6, p.5.

This is information on special education of blind children in the nursery school in Brno, Veveří street.

124. ROUBÍČKOVÁ, Z.: Jeden den v mateřské škole. /A day in the nursery school./

Rodina a škola, 24, 1982, No.10, p.8.
4 photographs.

The reader gets acquainted with a normal working day in the first class of the 6th nursery school in Kadaň. Specific features of this preschool facility are described, as well as the daily programme, contents of some activities and educational components in the nursery school.

125. ŠOLTÉSOVÁ, A.: Niektoré problémy starostlivosti o deti v detskom domove. /Some problems of child care in a children's home./

Zdravotnická pracovnice, 32, 1982, No.9, pp.535-539.
2 photographs.

The author describes experience from a children's home for children between the ages of 0 and 3. Out of the total number of children, 70 to 80 p.c. are of Gipsy origin. Many children are retarded, handicapped, abandoned and branded by the negative influences of the family.Most of them are mentally retarded, physically weak, undernourished, neglected from the viewpoint of hygiene. These children especially need individual approach. To create possibly normal conditions in the children's home, children of various ages are grouped together. It is important to create positive links between the nurse and the respective child.

126. **WAHLA, A.:** Předškolní výchova ve světe. /Preschool education in the world./

Predškolská výchova, 37, 1982/1983, No.1, pp.29-30.
2 refs.

Statistics for the year 1979 state that there are 337.8 million children between the ages of 3 and 6 in the world. Institutional preschool education was established in 164 countries in the year 1977, i.e. in 81 p.c. of all countries of the world. It is organized as a system that is not compulsory for the children and the child's participation in preschool education depends on the decision of the parents. Israel is the only country where preschool education is compulsory since the age of five. There are regional peculiarities in the length of preschool education. It begins mostly at the age of three in socialist countries. The system of preschool education is established in all western countries. The number of countries introducing preschool education is gradually increasing. Its introduction in the developing countries is mostly limited by economic factors.

3.3 Educational and teaching programmes

127. AGAZZI, A.: Programmazione: una Rivelazione o un cataplasma pedagogico ? /Programming - is it a discovery or educational cataplasm ?/

Scuola materna, 69, 1981/1982, No.2, pp.99-102.
1 figure.

The metaphor "educational cataplasm" is borrowed by the author from G. Lombardo-Radice's satirically critical introduction to Otto Ernst's comedy of 1923 making fun of Prussian bureaucratic school. Thus the title itself expresses the author's critical attitude to the conception of programming as a "modelling" of children given in advance. She recommends caution and sets limits to the possibilities of programming instead of discussing its possibilities.

128. BONEVA, B. - KALINOVA, N.: Planirane na văzpitatelnata rabota. /Planning educational work./

Preduchilishtno văzpitanie, 30, 1982, No.1, pp.31-35.
2 tables, 2 refs.

The authors generalise their own experience in planning the educational process and present their own system of planning. Their aim was primarily to make the system functional, operational and clear. The plan must respect the level of the respective group of children, it must be real. The authors discuss the technique of planning, too.

129. HABIŇÁKOVÁ, E.: Úroveň psychomotorického vývinu detí raného veku. 3. Pokus o zhodnotenie efektívnosti nového výchovného systému v obraze vývinovej úrovne jasľových detí ... a kol. /The level of psychomotor development of young children. 3. An attempt at evaluating the effectivity of the new educational system in the picture of the developmental level of crèche children ... et al./

Predškolská výchova, 37, 1982/1983, No.1, pp.18-22.
1 chart, 3 tables, 5 refs.

This is an evaluation of how work in keeping with the Programme of educational work in crèches is reflected in the development of children. A verification method used in the G.D.R. was applied to verify and evaluate the developmental level of children aged 18, 21, 24 and 36 months. The results were compared with data obtained in an international research survey conducted in the years 1977 - 1979, i.e in the period before the introduction of the Programme. The success increased in most age categories after two years of work in keeping with the Programme and an upward trend was observed with increasing age/+ 3 p.c. at 18 months, + 4 p.c. at 24 months, + 8 p.c. at 36 months/. The results in the individual components of education were observed and the best ones were found to be in music education /+ 16.4 p.c./ but there was a drop of 12.4 p.c. in work education. The individual tasks in work education were classified according to what they influenced and the biggest drop, namely 25.1 p.c., was observed in imitative plays. It will be necessary to draw consequences from this in the methods of work with children.

130.HIERNAUX: Pour une bonne pédagogie des projets. /For good educational contents of projects./

L'école maternelle belge, 1982/1983, No.2, pp.51-52.

The author reflects on tasks of a nursery school teacher using the project method in her work. It is necessary to create the correct atmosphere in the nursery school, to integrate the child into the group and to develop its language, manual, physical, mathematical, art and morally social expression. Learning through trial and error is made possible by the organization of children within the framework of the project. The project method requires from the teacher to stimulate the children, to give them the necessary help and to develop a partnership with them. This method is applied in the course of the whole year.

131. IVANOVOVÁ, L.: Realisace nového pojetí výchovy.
/Implementation of the new concept of education./
Předškolská výchova, 36, 1981/1982, No.9, pp.22-23.
1 photograph.

Crèches have been working in keeping with the new uniform programme of educational work for crèches and nursery schools since September 1st, 1978. It is the first time that they work according to a binding material. A prerequisite of the implementation of tasks and principles of the programme was the training of crèche nurses and other educational workers that participate in the administration and inspection of the educational process as well as of those that prepare the future nurses for their work. The first ones to be given the necessary training were regional crèche educationalists, regional crèche nurses and district crèche psychologists. These were followed by crèche head nurses, future head nurses for new crèches, head nurses for sucklings' homes and children's homes for infants below the age of three and instructors of vocational schools for nurses. Crèche physicians attended the courses, too. Extended courses of educational science and psychology were organized for selected nurses and special courses were prepared for crèche child minders. Seminars were held for selected crèche workers in the individual regions several times a year to discuss the problems of the new contents and methods of educational work, children's adaptation, problems of basic care, problems of play, music and art education. These seminars were followed by district seminars dealing with similar topics. The programme and methods of educational work are evaluated positively by crèche workers. A survey has shown that it is necessary to work out in detail methodological procedures for all educational components and examples of educative occupations.

132. LABYE, M.M.: Les Ateliers /Pratique de la pédagogie du projet/. /Workrooms /Practice of project pedagogy/./
Brussels, Labor 1982.
Reviewed in: L´école maternelle belge, 1982/1983, No. 1, p.47.

The book brings a number of concrete examples of coordinating children´s activities characterised by high diversity and various levels of quality in the conditions of a nursery school equipped as a workroom.

133. MACCHIETTI, S.S.: Due parole sulla "programmazione". /A few words on "programming"./
Scuola materna, 69, 1981/1982, No.3, pp.167-169. 2 figs., 2 refs.

The slogan of programming is fashionable but there are still many unclear aspects, such as the concrete elaboration in detail and the overcoming of difficulties that may arise in concrete work. The author points out some of them. On the other side, the effort to lay down a more definite programme uniting the efforts of nursery schools in the whole country and thus to limit the chaos of spontaneous educational endeavours, is necessary. However, it is necessary to proceed with caution and to give enough room within the framework of a specific programme for the educators' creativity. Some observations of Rosa Agazzi are pointed out in this connection.

134. ZANI, G. L.: I programi per la scuola materna in Francia. /Programmes for nursery schools in France./

Scuola materna, 69, 1981/1982, No.6, pp.369-370.
7 refs.

This is a short review of the historical development of preschool education programmes in France since the year 1839 and an analysis of the contemporary state which is given by the programme adopted in 1977.

135. ZANI, G.L.: I programmi per la scuola materna nella Repubblica federale tedesca. /Programmes for nursery schools in West Germany./

Scuola materna, 69, 1981/1982, No.12, pp.783-784.
8 refs.

The "Strukturplan für das Bildungswesen" laid down the conception of the curricula as the central organisational element in school and preschool education in the year 1970. Since then, various special programmes have been issued in individual states of the federation. Some of them are dealt with in more detail, especially "directives" adopted in Saarland.

136. ZANI, G.L.: I programmi per la scuola materna nella Swizzera romanda. /Programmes for nursery schools in the Romance part of Switzerland./

Scuola materna, 69, 1981/1982, No.9, pp.581-582.
7 refs.

Romance cantons in Switzerland form an exception in the otherwise existing variety of curricula and programmes as they have had a uniform programme for the nursery school /école enfantine/ since the year 1972. This programme has been supplemented by a detailed "guide" /Guide pratique pour l'éducation préscolaire/ since 1978. The article discusses the contents of the two documents.

3.4 Cooperation between preschool facilities and other institutions and the public

137. CALIDONI, P.: Quale raccordo tra scuola materna e scuola elementare ? /What is the relation between nursery school and primary school ?/

Scuola materna, 69, 1981/1982, No.7, pp.421-422.
6 refs.

The author compares views and experience from Italy with examples and research from abroad, especially from Switzerland /J. Feyler/ and Holland. Attention is paid especially to risks following from the "overprogramming" of nursery schools and subordination of their education to the needs of primary schools, with simultaneous loss of the original contribution and tasks that are specific for preschool education.

138. HABIŇÁKOVÁ, E.: Bilancovanie a perspektívy. /Summing-up and prospects./

Predškolská výchova, 36, 1981/1982, No.7, pp.18-20.

This is information on a methodological meeting of psychologists and educationalists working in crèches, sucklings' homes and children's homes for infants below the age of three. The main aim of the meeting was to provide the participants with new knowledge and information. The ministry of health of the Slovak Socialist Republic has approved work duties of psychologists and educationalists working in collective facilities at district level. The results of work in keeping with the programme of educational work were verified two years after its introduction into practice by the comparative method of test rating. Successful fulfilment of test tasks increased by 4 p.c. after the introduction of the programme, which is less than expected. The topical unit "Learning process and methods in early childhood" contained a lecture, co-papers and examples of didactic games in crèches.

139. SEDVALISON, E.: Även "lediga" barn behöver förskolan. /Even the children of unemployed parents need nursery school./

Förskolan, 65, 1982, No.10, p.13.

The child's admission to a preschool facility should not depend on such criteria as the parents' employment but on the child's real needs. The life in a collective and its positive influence on the development of the individual should be provided to all children that need it.

140. ŠVECOVÁ, Z.: Spolupráce s patronátem. /Cooperation with a patronage./

Predškolská výchova, 36, 1981/1982, No.12, pp.26-27.

This is information on the cooperation between a nursery school and the Brigade of socialist labour of foundry workers from the branch enterprise Crystalex. The patronage contract is renewed each year. Brigade members help with the maintenance and improvement of school equipment, organise visits to their workplace, help with the organisation of military proficiency outings, make trips with the nursery school children. The nursery school prepares children's performances at various meetings in the enterprise, the children make presents for the workers. A notice board placed at the brigade workplace informs about the work of the nursery school.

141. TADINI, F.: Scuola materna e scuola elementare: quale rapporto ? /Nursery school and primary school - what is their relation ?/

Scuola materna, 69, 1981/1982, No.18, pp.1197-1204.

Opposing the tendency to accentuate /the undoubtedly existing/ "vertical continuation" between the two types of school and between a preschooler and a school child, the author stresses that there are basic structural differences that must be maintained. He explains his views on the background of an extensive historical survey of the problems of the relation between preschool and school education /beginning with Comenius, over educators of the 19th century and the beginning of the 20th century, such as Aporti, P. Pasquali, R. Agassi and others in Italy, and the school reforms/. Especially the latest official document - "Directives" issued in a presidential decree of September 9th, 1969 - and the consequent work of a special commission /its concluding report was issued on March 26th, 1982 / and experiments are subjected to a critical analysis.

4. EDUCATORS OF PRESCHOOL CHILDREN

4.1 Parents, family

142. BELENKAYA, A.: Tak roshdayetsya kontakt s detmi. /This is how contact with children is born./

Doshkolnoye vospitaniye, 1982, No.6, pp.49-54.

It often happens that grown-up children get estranged from their parents. The mental contact between parents and children must be strengthened since early childhood. Everyday talks with the child about everything that he/she is interested in, joint overcoming of difficulties, common plans and desires - all these are elements constituting gradually the mental contact. When the child feels the understanding and interest of his/her parents and nearest relations, when he/she gets to know that the family counts with him/her then he/she grasps that adults in the family are his/her best friends.

143. BENEŠOVÁ, E.: Praktické příklady se spolupráce s rodinou. /Practical examples of cooperation with the family./

Predškolská výchova, 36, 1981/1982, No.11, pp.18-22.

The author presents some characteristics of children and their families obtained during visits to the families before the children started to attend nursery school. Most of the families were complete and well-off but they did not create good educational climate for their children.

144. CATTANEO, M.: Famiglia, asilo-nido, scuola materna: contemporaneità e continuità. /Family, crèche, nursery school: parallelity and continuity./

Scuola materna, 69, 1981/1982, No.18, pp.1205-1208.

Social changes have affected the family as the basic element of preschool education. To keep the connection between the family and preschool facilities, crèches and nursery schools, i.e. to keep the parallelity and continuity of educational treatment, it is necessary to achieve a higher involvement of preschool educational facilities, to endeavour more to involve the parents, with a view to symptoms of family crisis. Cooperation should gradually change into participation and then into division of labour and activities.

145. Famiglia e istituzioni educative per l'infanzia. /The family and educational facilities for children./

Scuola materna, 69, 1981/1982, No.14, pp.905-912.

The editors present answers to the following questions obtained in a public survey: 1/ What do you think of the educational possibilities of the present-day family ? 2/ What measures would contribute towards an integration of the educational efforts of the family and other educational institutions ? 3/ Do you think it possible to propose and implement institutional support of the family in keeping with the constitution enabling the family to fulfil its first obligation and right - to educate ? Those who answered these questions were foremost university lecturers and senators participating in the preparation of school acts in Italy.

146. GJURIČ, A.: Děti po rozvodu. /Children after divorce./

Rodina a škola, 24, 1982, No.2, p.11.

Two thirds of divorcing marriage partners have under-age children. This represents over 17,000 families in Czechoslovakia alone. Divorce affects each child, it means a loss of the basic security in life for the child. Exceptions from this rule are rare. Negative effects of the divorce on the child are not limited to a shorter or longer "after-divorce period". The divorce starts a chain reaction of problem situations and their consequences that affect the child for the whole time of its maturing and manifest themselves in the whole course of its life and even in the next generations.

147. HORSKÁ, M.: Oblékáme předškoláky. /Clothing for pre-schoolers./

Rodina a škola, 24, 1982, No.2, p.4.

The author gives advice to parents on what clothing to choose for preschool children and how to improve their clothing. Suitable clothes for the youngest children should be loose, easy to wash and hygienic. Natural as well as man-made materials may be used. Colours most frequently used are yellow, orange and red as they give children's clothes joyful appearance and give the children protection in the dense traffic.

148. HOUŠTECKÝ, A.: Ateistická výchova v rodině. /Atheist education in the family./

Rodina a škola, 24,1982, No.6, p.4.

There is a considerably widespread and seemingly problemless answer to the question what atheist education in the family should look like. If the children do not hear anything about religion at home and if they do not go to church, they cannot become believers. The author of the article warns against such simplified views and shows an example how an atheist educated in this way may easily turn into a believer after a personal tragedy. This is the reason why children should get acquainted with cultural values based on religious principles. It is quite correct when parents with their children visit cathedrals and churches just as well as they visit castles and mansions on trips. In the child's music education, religious works should not be avoided either, be it folklore or concerts of church music. It is correct for the child to believe in fairy tales at a certain age and it is equally correct for the child to believe in Santa Claus or Father Christmas, even from the viewpoint of atheistic education. Once the child grows up enough to be able to differentiate between reality and phantasy, it should be led tactfully from the beauty of fairy tales to the beauty of life. It is not difficult to explain to the child that the god, angels and the devil belong to the fairy tale world just the same as water sprites, fairies and witches.

149. CHOQUET, M. - DAVIDSON, F.: Le mode de garde et le développement physique et psychoaffectif du jeune enfant. /Kind of child care and the physical and psychoemotional development of young children./

Enfance, 1982, No.5, pp.323-334.
5 tables, 19 refs.

The study brings results of a three-year research survey conducted in the questionnaire method in four stages and covering 415 Paris children between three and thirty-six months. The object of the research was the child's development in relation to its family background and kind of care /mother, crèche, nanny, family members, domestic help/. Differences in child care conditioned by various socio-cultural conditions of the family are not the decisive factor influencing negatively the child's development. Changes in the kind of child care seem to be the most significant factor, especially if it is child care for a child outside its family. Therefore, it is necessary for the family not to admit any changes in the care for their young children, especially if the child is taken care of outside its home.

150. JIRÁSEK, J.: Vývoj - to jsou kroky vpřed. /Development means steps forward./

Děti a my.,12, 1982, No.4, pp.12-13.
1 photograph.

Each individual changes incessantly in the conditions of life, conforms to new and steadily increasing demands and perfects his/her outfit for the fulfilling of future demands. In the course of its mental development, the child must cope with demands that do not grow gradually and evenly. They emerge as the child enters into new complicate situations and social roles, into civilised life - key points in the child's life. They are connected with the onset of new demands that the child must cope with, at first in the crèche, than again in the nursery school, at the beginning of school attendance, when it leaves a school and enters into practical life. These transitions are sometimes connected with surprises - the child may be found not ready for a certain kind of transition. A research survey of school readiness of six-year-olds has shown that insufficient readiness is mostly caused by mistakes in education. Unsuitable educational methods used by parents are enumerated /lack of interest in and attention to the child, education in keeping with one's own ideas, shortcomings in the living conditions/. What the child needs most in its family is understanding. The parents must have certain knowledge of education - they should know the standard of mental development and the measure of correctness of educational aims and means and act accordingly. To know as much as possible about one's own child means to count with the utility of feedback in education. Thus education is interaction, i.e. mutual reciprocal action with the child participating actively in the process.

151. KÁBELE, F.: Narodilo se postižené. /Born with a handicap./

Rodina a škola, 24, 1982, No.8, pp.6-7.

This is a reflection on the significant social task fulfilled by families in the care and education of handicapped children. In every group of living creatures, the overwhelming majority of the individuals are average, more or less healthy and able, but there are two minor groups that exist regularly beside them - the unusually developed and extraordinarily able individuals, and then a group of individuals that are weaker, handicapped physically, sensorially or mentally. At present, there are 70 million deaf and those with bad hearing defects and 28 million blind in the world. If a handicapped child is born ~~te~~ the parents, the first reaction is a feeling of misery, injury and injustice. It depends on the moral strength and character qualities of the parents how they manage to cope with this situation, whether they develop a negative or a positive emotional attitude to their child. They may find support and strength in the knowledge that the fate has faced them with a more difficult and demanding task than the parents of healthy children as it is much easier to love and raise a healthy and nice child then a handicapped one.

152. KÁBELE, P.: Opuštěné postižené dítě. /An abandoned handicapped child./

Rodina a škola, 24, 1982, No.10, p.6.

Each abandoned child is handicapped, no matter how healthy it is. However, an abandoned handicapped child is handicapped twice: by its physical defect or health suffering, and by those who go by without taking any notice. Not only children living in children's homes may be abandoned, even a child living in its family with good material care may be abandoned. It is often not possible to prevent physical, sensory or mental defects or to remove or alleviate them in spite of all possible care but it is possible not to permit the other handicap stemming from the feeling of neglect by others and abandonment.

153. KÁBELE, P.: Postižené dítě a společnost. /A handicapped child and the society./

Rodina a škola, 24, 1982, No.9, p.5.

A handicapped person, a handicapped child is a product of nature and society. The defect may be inborn or developed in the course of life. The person belongs to the human society as its full-fledged member. The negative attitude of the society based on the view of fatality of the handicap survived for many centuries. It was only in the 20th century that a positive attitude of the society to handicapped persons started to develop but not equally in all people and in all countries. At the present time, this positive attitude is manifested by comprehensive rehabilitation care comprising curative, technical, legal, social and preventive care. It is necessary for all healthy fellow-citizens to have a positive attitude to handicapped persons and to show this attitude by a tactful, matter-of-course approach and effective though inconspicuous and unobtrusive help.

154. KÁBELE, F.: Postižené dítě o prázdninách. /Handicapped children on holiday./

Rodina a škola, 24, 1982, No.7, p.11.

It is the moral duty of the parents of a handicapped child and family members to devote a part of their holiday to the child /especially if the child is kept in an asylum all the year round/. It is also their right to spend a part of their holiday without this duty and to have a certain rest before they go back to work and further care for their handicapped child. Holiday camps for physically handicapped children and those with health problems are organised by the Union of Disabled Persons and the Czechoslovak Red Cross, those for mentally handicapped children are organised by the Association for Help to Mentally Handicapped Persons. Further possibilities of holiday stays are offered by trade unions. It is only a matter of reserving some trade union holiday centre buildings or periods or places for handicapped children of the employees of the respective enterprise. Where neither the first, nor the second form of holiday stay of a handicapped child is feasible, another solution could be the finding of a foster family for a certain period.

155. MATĚJČEK, Z.: Zamyšlení nad rozvody. /A reflection on divorces./

Děti a my, 12, 1982, No.2, pp.5-7.
2 photographs, 2 tables.

The problems of divorces in Czechoslovakia and education of children are discussed. In the year 1979, the divorce rate reached 31 per cent in Czechoslovakia. The city of Prague has the second highest divorce rate, after the North Bohemian region. A research survey conducted by the Psychiatric Research Institute in Prague covered problem families for a period of three years. There were 1154 divorce cases /60 p.c. of all those covered in the survey/. There was a group of 152 cases where divorce proposals were withdrawn. Out of the accomplished divorce cases, 32 per cent of families had children under the age of three and out of the withdrawn divorce cases, 46 p.c. had them. One of the most significant differences between accomplished and withdrawn divorce cases is the father's participation in the upbringing of his child before divorce. It is obvious from the results of fatherly care participation rating that the mother's positive evaluation of the husband's fatherly role is a vital factor keeping the family together. There was another significant difference between accomplished and withdrawn divorces, namely the qualities that the mothers stressed in their children. Mothers from the accomplished divorces group value highly the child's intellectual development, its discipline and reliability. On the other hand, mothers from the withdrawn divorces group stress the child's emotionality and attachment. An analysis showed that boys seemed to be more seriously affected than girls /two-and-a-half times higher number of cases treated by child psychiatrists, sickness rate higher by fifty per cent/. A survey was conducted with the aim to ascertain from the mothers how children coped with the divorce /age 0 - 15/. The most significant piece of knowledge obtained in the survey was that mothers tended to underestimate the child's sensitivity towards unfavourable family situations. Negative reactions of the child grow as the child gets older. The fact of the divorce is usually a surprise for the child /only 8 per cent of preschoolers, 30 p.c. of younger school children and 30 to 40 p.c. of older school children knew about the divorce/. Most of the mothers got married again after divorce in the three-year survey period. How the children accepted the new partners is shown in an analysis of the survey results. Divorce means an extraordinary mental burden for parents and children alike. It will be necessary in the future, in the framework of prevention, to improve education in the family, education to matrimony and parenthood.

156. NOVÁK, P.: K čemu je dobrý dědeček ? /What is granddad good for ?/

Děti a my, 12, 1982, No.4, pp.23-24.
2 photographs.

This is a reflection on the role of grandfather in the education of grandchildren. The function of family changes due to the progress of technology. Educational problems inside the family have shifted to a wider "social" basis. They often concern two or three generations of family members. The internal setup of the family and relations among family members have changed /decline of formality/. The role of grandfather in the family is characterised. 1/ One becomes grandfather at a younger age than before. 2/ On average, there are less grandchildren per one grandfather nowadays. 3/ The granddad-grandchild relationship has turned informal. 4/ Granddads and grannies are one of three educational factors nowadays /parents and the nursery school being the other two/. A characteristic is given of possible differences in views on child education between various generations in the family. The psychologically educational measure of the grandfather function are the results of grandfather's influence on the children, manifested in the development of their personalities, in their intellectual and emotional maturing and socialisation. Negative and positive influence on the child is characterised. The main prerequisite of good influence on the child is loving understanding and consequently demanded fulfilment of duties.

157. **NOVÁK, T.:** Příkazy, zákazy ... /Orders, prohibitions.../

Děti a my, 12, 1982, No.4, pp.13-14.
1 photograph.

Ninety per cent of the parent-child communication are taken by orders and prohibitions. The parents should realise that "less may be more" and thus prevent their child's "mental deafness". Every person is able to perceive only a limited number of stimuli and this capacity must be respected in a child, too. Thus it is better to choose words like "you can", "you are able" instead of "you must", "you must not". The less we order and command, the more important are our wishes. The parent's personality plays a role in this, too /an ambitious parent wants to see his/her child studying all the time, a solicitous parent wants his/her child to have everything tidy all the time/. Another principle should be never to humiliate the other partner in front of children. It is not respectable for anyone to waste words that nobody listens to.

158. **NOVÁK, T.:** Uvažujete o osvojení dítěte ? /Are you planning to adopt a child ?/

Zdravotnická pracovnice, 32, 1982, No.9, pp.540-541.

Every family wishing to adopt a child is subjected to a detailed social, health and psychological examination. It is decided only on the basis of complete documentation whether the applicants will be entered on a list of suitable adoptive parents. Hundreds of people are enlisted in every region and sometimes it takes a number of years to get a suckling for adoption. This is why it is necessary to hand in the application in time to keep an adequate age difference between the child and its adoptive parents.

159. THIBAULT, J.P. - McKEE, J.S.: Practical Parenting with Piaget.

Young Children, 38, 1982, No.1, pp.18-27.
1 table, 3 figs., 19 refs.

The authors give a review of developmental stages of thinking in keeping with Piaget and connect each stage with the children's practical activities corresponding to the respective stage and parents' activities that may stimulate and develop the child's activity. They stress the importance of activity in the development of knowledge and they show how it is possible to direct intentionally what the parents usually let develop spontaneously. In their opinion, the knowledge of Piaget's conception makes it possible to improve substantially the natural process of child education in the family, it contributes to a deeper understanding of the child and to mutual understanding between parents and children.

160. RAJMAN, K. Výchova jeslových dětí v rodině. /Education of crèche child in the family./

Předškolní výchova, 36, 1981/1982, No.5, pp.13-14.

This is information on a survey conducted in the district Ústí nad Labem with the aim to obtain data on the crèche children's parents' knowledge of educational problems, on some of their educational attitudes and overwhelming style of education. The survey was conducted with questionnaires and it covered 402 children. As regards information on education, most parents - 58.3 per cent - rely on the human information source, especially on the other partner; only 2.6 p.c. on the crèche nurse. 7.2 p.c. parents use literature, 7.8 p.c. use magazines, wireless, newspapers and TV. Uniformity in education is secured only in a third of the cases, 44. p.c. of the parents must discuss the educational procedures to reach uniformity. Lasting differences in the application of educational methods are stated by 10.4 p.c. of the parents. Some items of the PARI questionnaire were used to ascertain solidarity of mothers with their children. Approximately one third of mothers show high solidarity with their children, more than half of them have good solidary attitudes to the children, 6 per cent show even indifference to their children. It was found out in the examination of educational style that nearly every twentieth family was extremely dominant and authoritative in the education of a toddler.

161. Rodiče vlastní a nevlastní. /Natural and adoptive parents./

Děti a my, 12, 1982, No.2, pp.17-18.
1 photograph.

The characteristic of the role of adoptive parents and their position in the new family is given. Adoptive parents become the centre of interest of their environment for a certain period /their attitudes to the child are observed critically/. The position of the father and mother in the new family is characterised. To cope with the role of an adoptive father or mother is an intricate, ungrateful and little appreciated task. It requires love, patience and tolerance. It is always necessary to respect primarily the child's interest.

162. RUBTSOVA, N.: Otets i mat - vospitateli. /The father and mother as educators./

Doshkolnoye vospitaniye, 1982, No.7, pp.72-75.

Parents are the child's first educators. Success in education depends on their authority and on the unity of their views on education. Authority is achieved by those parents who are able to combine high demands with respect for the child's personality. The parents' authority is created by the family microclimate, the parents' way of life, their interests, work performance and participation in public life.

163. SERIO, G.: Famiglia e scuola materna: Centri di apprendistato della vita. /Family and nursery school are centres for learning to understand the life./

Scuola materna, 69, 1981/1982, No. 8, pp.515 and 518.
5 refs.

The author enumerates the child's main needs satisfied by the family /security, need for harmonious relations, unity of family members, psychodynamic relationships among them, need for love, a variety of differing emotions etc./; nursery school has the important "compensation task" to make up for defects in family education.

164. ŠTÍPEK, J.: Funkce soudobé rodiny. /Functions of the present-day family./

Rodina a škola, 24, 1982, No.3, p.11.

The author of the article defines some functions of the present-day family and reflects, in connection with their contemporary modification, on changes in family structure and size. There is a drop in the number of children, who were formerly considered as welcome labour force in the family's economic life, the multi-generation family disappears. A family comprising the parents and children under age becomes typical. The type of a man-ruler, patriarch, practically disappears in connection with wider emancipation processes, partnership relations prevail between husband and wife in the family /as well as between parent and child/. The author goes on to state that family life has a more intimate nature than before, that it is strongly emotionally coloured. On the other hand, public life is formalised and institutionalised more than ever before. The differences in the life style of the family and the wider social environment bring children some problems in their socialization. Whereas formerly habits of children acquired in the family could be used after transition into society, the present-day non-identity of rules valid in the family and in public life may cause the child a number of conflicts and problems. The difference in this "duplex nature" of life style is not absolute, it is a relative and transitory one that disappears gradually with the extension and strengthening of the socialist way of life.

165. ŠTURMA, J.: Dítě mezi sourozenci. /A child among its siblings./

Děti a my, 12, 1982, No.4, pp.6-9.
2 photographs.

The author summarises the advantages and disadvantages of typical positions in a row of siblings. Every family is an unrepeatable community of mutual emotional links that are formed under the impact of other factors as well. The parents' attitude to their children is important. It is important whether the child that is about to be born comes at a right time for its parents, whether it will not be an obstacle in their studies. Parental attitudes are easily taken over by other brothers and sisters and they jointly determine the position of the new child. Every position in a line of brothers and sisters is a circumstance sui generis and participates in the formation of the child's personality in its own way. The situation of the only child is discussed /one third of families in Czechoslovakia have only one child/. All attention and educational care of the parents and the whole load of their expectations and demands concentrate on the only child. The only child has no leisure and does not live a happy life. Having grown-up, he/she creates an analogous relation to his/her partner as to the parent of the opposite sex /they long for support, take the attention of others as a matter of course, they have confidence in their own abilities, tend to assert themselves and lead the others/. When the second child is born, increased attention should be paid to the first child, the first child should be prepared for this fact carefully so as to restrain its jealousy. The parents must prove to the child that they have not ceased to love him/her. The author gives instructions to parents on how to satisfy the needs of all children evenly and adequately.The development of the elder child at a later period is characterised. Suitable guidance of elder brothers and sisters may develop their independence, determination, feeling of responsibility and healthy care for the others. They work planwise to achieve their aims. A characteristic of the position of the younger child is given. The younger child lives in the shade of its elder brother or sister, wins the parents' countenance more easily, can bring people over to his/her side, asserts himself/herself with adroit action. He/she likes to be taken care of and takes sometimes undue advantage of this /he/she is more passive and lazier/. The youngest child is dependent on adults, matures mores slowly, is less reliable and less ambitious. The problems of raising twins are discussed /it is necessary to release the twins from their inner dependence and to develop in them what is good and unique, what is only theirs/.

166. ŠTURMA, J.: *Sourozenci - škola života.* /Brothers and sisters - school of life./

Děti a my, *12*, 1982, No.2, pp.8-10.
2 photographs.

The family, as the basic cell of human society, is an optimum environment for the growth and education of the young generation, difficult to replace. If children are to be well-prepared for their life task, attention must be paid to them, to their educators and their contemporaries that grow with and around them. The first representatives of the child's contemporaries are its brothers and sisters as important factors in the formation of the child's character and relations to its environment. The family is a place where unique experience can be gained of how to treat older and younger ones, superiors and subordinates, how to react to strength and weakness. There is space for competition for the parents' favour as well as for cooperation, one can rely on a brother or sister, imitate them, feel satisfaction over learning something from another person. Life with the others makes us realise better our own unlikeness, we find ourselves through them. A family with only one child gives less opportunities for experiencing other emotions in connection with other persons. It is more demanding to have more children, it means more problems but also more joy. The author gives instructions to parents on how to educate children in a family with more children /the elder one should not be a "parent child", children must have an opportunity to have a rest from the others, it is necessary to protect their privacy/. Every child is different, it is an original, unrepeatable being with its own unexpected possibilities of development that must be discovered in the course of its development. The child learns higher, more demanding forms of communication and mutual relations gradually, within the framework of its preparation for life.

167. VERMEIL, G.: Les relations entre parents en ensegnants.
/Parent-teacher relations./
L'éducation enfantine, 1982, No.3, pp.23-24.

The article substantiates the necessity of creating a partnership relation between the parents and educators from the paediatric viewpoint. It deals with reasons preventing this and suggest ways of overcoming the obstacles. It points out different attitudes of boys and girls to school and the specific nature of parental intervention in this respect.

168. WEISER, M.G.: Public policy: For or against children and families ?

Childhood Education, 1981/1982, 58, No.4, pp.227-234.
1 photograph, 1 table, 5 refs.

The author reflects on public policy in relation to families with children and compares the extent of interest and care in various countries. She gives a review of the length of maternity leave in various countries, which is between 6 to 8 weeks /Austria, Belgium, Canada, Denmark, Spain, Finland, Greece, India, Ireland, Luxembourg, Holland, Switzerland and U.S.S.R./ up to 36 weeks /Sweden, where also the father may stay at home with the child instead of the mother/. She analyzes the situation in this sphere in Sweden, Poland and the People's Republic of Chine in more detail.

169. ZÁHOROVÁ, A.: Necháme je večer samotné doma ? /Shall we leave them at home alone in the evening?/

Rodina a škola, 24, 1982, No.3, p.9.

The author of the article, a graduated psychologist, advises parents when it is possible to leave a child alone at home and what to do before leaving home.

4.1.1 Parenthood education, education of parents

170. BANDIKOV, L.: Roditelskiy komitet i obshchestvennost v rabote s semyey. /Parents' committee and the public in work with the family./

Doshkolnoye vospitaniye, 1982, No.2, pp.42-43.

This is experience from a plant that has seven preschool facilities attended by about 1,500 children. The parents' knowledge of education and their cultural level may differ considerably. This is why a lot of attention is paid to the organisation of educational enlightenment, to influencing the parents especially through work collectives. A joint parents' committee was set up in connection with these tasks. Each preschool facility has its own patron - a workshop or a department. Members of the joint committee are two or three representatives of parents' committees of the individual preschool facilities, representatives of the trade union and of the plant management. The committee has three standing commissions: for educational work, for educational enlightenment and for material affairs. The main task of the joint committee is to coordinate activities of the individual parents' committees, to help them in their activities, to secure actions for more preschool facilities at once.

171. BRTNÍKOVÁ, M.: Kdo vychovává rodiče ? /Who educates the parents ?/

Predškolská výchova, 36, 1981/1982, No.6, pp.24-26.

The education of children is closely connected with the education of parents. The first teachers, advisors and educators of parents are health workers. Even before the child is born, they offer the parents and grandparents courses that give them basic knowledge of the child's education and its needs. Today's family differs in many respects from former ones. The new complex relations inside the family are reflected also in the effect of the mutual relations among family members on their relation to the child and on its education. This is why it is necessary to seek ways of guiding and directing the parents purposefully. Crèche and nursery school workers have also their place in this effort as their jobs give them professional prerequisites for the education of children as well as parents. They can explain the child's basic needs and educational trends in various ways in their contact with parents and grandparents. This is demanding work where educational elements of the education of children intermingle with those of the education of adults.

172. DAVIDOVÁ, E.: Spolupráce mateřské školy s rodinou.
/Cooperation between nursery school and family./

Predškolská výchova, 37, 1982/1983, No.2, pp.12-13.

The child's socialisation is determined by the quality of family relations since early childhood. This is why it is very important for the educational work of nursery school to get to know the child's family background. This makes it possible for nursery school to use differentiated approach to the individual families.

173. LEVI, V.: Nestandartnyi rebenok. Kak ne nado kormit rebenka. /A non-standard child. How not to feed a child./

Semya i shkola, 1982, No.7, pp.24-26.
1 photograph.

This is advice to parents on how to feed their child and what to do when the child is sick. The parents must take care of their own physical and mental health so as to be able to raise their child correctly.

174. NISI, G.: Famiglia e istituzione pubblica nell' educazione infantile. /The family and public institutions in infant education./

Scuola materna, 69, 1981/1982, No.5, pp.278-280.
6 refs.

The author defends the rights of the family and judges critically "authoritarian" interventions motivated by the crisis of family in the present-day world. The school and the economic and political system are in a crisis, too. Attention is drawn to values of family education that must be renewed and developed purposefully in the whole society.

175. ROGANINA, N.: Kak my rabotaem s roditelyami. /Our work with the parents./

Doshkolnoye vospitaniye, 1982, No.2, pp.43-46.

Work with the parents begins before the child starts to attend the facility. The teacher visits the family to get acquainted with the child, its parents and its family background. Beginning teachers are assisted in this by experienced colleagues. It is important to get to know the parents as this enables the teaching staff to determine correctly topics for discussions with parents and the contents of graphic propaganda. The result of this were, for example, several different cycles: for young parents, for the parents of the only children, a grannies' club. A school of educational knowledge was organized for active parents. There is a limited number of problem families in every nursery school. These families are visited by the headmistress, the methodologist and a member of the parents' committee. The reactions of parents to advice and recommendations are varied and it is difficult to win their confidence.

176. SMAŠÍK, A.: Kam na dovolenou. /Going on holiday./
Rodina a škola, 24, 1982, No.6, p.3.

This is a rebuke to all parents who spend their holiday without their children. The author of the article is of the opinion that the family should spend its summer holiday jointly and as a whole although he knows that many specialists oppose this view by a number of arguments. The parents should give their children more freedom on holiday, develop their knowledge in a suitable way, do with their children all that belongs to summer and add what they have perhaps forgotten in the course of the year and they should always try to make peaceful and joyous mood prevail in the family atmosphere.

177. SZÁNTOVÁ, O.: Kluby mladých matek. /Young mothers' clubs./
Zdravotnická pracovnice, 32, 1982, No.6, pp.363-365.
1 photograph.

The aim of mothers' clubs is to provide suitably motivated hobby activities for young mothers who are on maternity leave with small children. The Czech Women's Union is the most suitable organiser of such clubs. The district committee of the Czech Women's Union, together with health education departments of district health centres, may suggest plans of activities for the individual clubs and may help them start their operation. Mothers may come to the club in the evenings when the fathers can take care of the children, or in the mornings if it is possible to provide care for the children. Cooperation with district houses of culture proves successful. Mothers and other workers of the house of culture gether in one room and other workers of the house of culture take care of their children. Cooperation with the Socialist Academy is recommended, too. Club activities may include discussions on the following topics: 1/ all-round utilisation of maternity leave /care for one's own further development, contact with social life/, 2/ healthy way of life for children, parents and grandparents, 3/ child care. Besides discussions concentrating on these topics, the mothers may do gymnastic exercise, devote their time to handicrafts and the like.

178. SMIRNOVA, R.: Rabota detskogo sada s ottsami. /Work of the nursery school with fathers./
Doshkolnoye vospitaniye, 1982, No.4, pp.25-27.

The nursery school chooses differentiated methods for achieving greater activity of fathers in the education of children. They include joint class meetings, talks with fathers in the course of visits to families, displays. It is necessary to choose interesting forms of work. For instance, on Mondays the teachers made notes of children's play reflecting parental attitudes; they recorded children's narration describing how the fathers spent the weekend with them. When hearing the recordings later, many fathers recognised themselves in the children's narration. This all increased fathers' interest in education and they became more amenable to educational enlightenment. This made it possible to popularise good experience and good fatherly attitudes.

179. ZÁHOROVÁ, A.: Bude nás o jednoho víc. /We shall have a baby./

-Rodina a škola, 1982, No.5, p.1.

This is advice to parents on how to prepare a preschool child for the birth of a brother or a sister. The author thinks it suitable to evoke the child's interest even before the baby is at home and everyone takes care of it - at the time when its outfit is being bought, its cot prepared and the name selected. The parents should not forget that the elder child also needs their love and understanding, that it has its worries and joys that it wants to share with them.

4.2 Personality of educator

180. CATTANEI, G.: Le parole sono idee. Educatrice ? Insegnante ? Maestra ? /Words are ideas. Governess ? Schoolmistress ? Child-minder ?/

Scuola materna, 69, 1981/1982, No.6, pp.355-356.

This is a reflection on how names denoting nursery school teachers reflect various ideas of their function.

181. FORDYCE, K.W.: A worm in the teacher's apple.

Childhood Education, 58, 1981/1982, No.5, pp.287-291.

15 refs.

The author points out the neglected fact that the preparation of teachers' training does not train the teachers how to control their own emotions. She refers to research studies conducted by a number of authors who state that teachers, just the same as all other people, are subject to various antipathies in their relations to children and this fact should not be obscured. However, the teacher should be equipped with means for overcoming this generally human disposition. Instructions are given for some procedures that may help the teacher avoid his/her subjective feelings and act objectively and fairly in the interest of educational aims. She reminds that the teacher-child relationship has not only a rational and verbal level but also an emotional one. The emotional level of mutual interaction must be controlled reflectively and this is the difference between the teaching profession and generally human behaviour.

182. GROIX, H.: L'équipe, mythe ou realité ? /Educational staff - myth or reality ?/

L'éducation enfantine, 1982, No.3, pp.10-11.
1 photograph.

This is one of a series of articles in the issue devoted to problems of cooperation of nursery school teachers.

183. GOUTARD, M.: Au Mexique: la formation des éducateurs en zones rurales indigènes. /Teacher training in Indian rural zones in Mexico./

L'éducation enfantine, 1982, No.3, pp.27-28.

The author describes the activities of a nursery school in an Indian community. The nursery school caters for 60 preschool children and it is simultaneously a place where future nursery school teachers for the Indian inhabitants get their training. The teacher's work is considered as a life mission. The initiative of preschool education administrators at the ministry of education led to the preparation of a plan for sending all five-year-old children to Indian nursery schools. On the basis of this plan, 1684 teachers were trained in 27 centres and 1122 nursery schools were opened for 60,624 children in the course of four years. The material poverty of Indian inhabitants is considerable but their human values are also considerable and they must be mobilised for the care for the youngest ones.

184. FIORENTINO, M. T. L.: L'accoglienza: attitudine e compito della puerocultrice. /Acceptance - the attitude and task of schoolmistress./

Scuola materna, 69, 1981/1982, No.14, pp.917-918.
7 refs.

Opposing the conception of preschool education that places "objective" hierarchy of educational aims, especially the child's socialisation, into the foreground, the author is in favour of the opposite starting point - she starts with the conception of accepting children's needs and children's expectations; the main tasks of socialisation are fulfilled by the family and the nursery school teacher is an "assistant" in the process, in a continuous dialogue with the family and the child, in careful observation of the child and its needs and in developing its possibilities.

185. KIRICHUK, A.V. - CHESNOKOVA, L.K.: Za stila na pedagogicheskata deynost v protsesa na văspitanieto. /On educational style in the educational process./

Nachalno obrazovanie, 1982, No.7, pp.3-8.
3 refs.

The result of educational activity depends, to a considerable extent, on emotions and motives that the teacher approaches his educational work with, on his/her ability to use means, forms and methods of work, to check and analyse the results of work. This is why it is justified to speak of the teacher's individual creative hand, of his/her mastery. In spite of this, there are typical features that are characteristic for the teacher and that influence substantially the results of work. Style of educational work is understood by the authors as a certain system of methods, means and procedures that influence the pupils and the children's collective as a whole. They distinguish several work style forms.

186. MADRE, M. L.: De la nécessité de la philosophie pour les enseignants de l'école maternelle. /On the need of philosophy for nursery school teachers./

L'école maternelle française, 1981/1982, No.7, pp.10-14.

The article contains a reflection on what man gains by the study of philosophy and what a nursery school teacher can draw from philosophy for educational work and for her personal development. Using quotations of selected philosophers, the author explains various functions of philosophy /e.g., philosophy as enrichment of man's life, philosophy and the inner life, relationship between philsophy and ethics, philosophy as the source of knowledge, as adventure, as teaching and the like/.

4.2.1 Education of educators

187. AXENOVA, A.: Vospitaniye uchashchikhsya na primere zhizni i deyatelnosti N. K. Krupskoy. /Educating the students with the example of N. K. Krupskaya's life and activities./

Doshkolnoye vospitaniye, 1982, No.11, pp.57-59.

The author describes experience from a teacher training school. Lenin's hall has been set up at the school. The students get acquainted with the work of Krupskaya and her participation in the development of preschool education is stressed. The Lenin's hall council sets tasks to individual classes every year, such as selecting materials on the life and work of N. K. Krupskaya and exhibiting it in the Lenin's hall. The school organises discussions with people who were Krupskaya's fellow-workers or who met her. Trips are made to places where Lenin and Krupskaya used to live. A conference on some aspect of Krupsakya's work is held in February every year.

A group of lectors is set up at the Lenin's hall and these are sent to nursery schools to give lectures.

188. BRADÁČ, A.: První pokusy. /The first attempts./
Rodina a škola, 24, 1982, No.5, p.8.
4 photographs.

This is information on the course of practical training of future nursery school teachers within the framework of continuous teaching practice organised in the third year of study.

189. CSONKOVÁ, L.: Progresívne formy a metódy práce. /Progressive work forms and methods./
Predškolská výchova, 37, 1982/1983, No.3, pp.24-25.

Factors improving educational work include high-quality training of teachers and their individual study; meetings of the methodological associations of nursery school and primary school teachers, speech therapy courses that help in teaching the children the correct pronunciation; utilisation of didactic aids and means; educational teachers' meetings.

190. DORONOVA, T. - KOMAROVA, T.: O nauchnoy organizatsii truda. /Scientific organisation of work./

Doshkolnoye vospitaniye, 1982, No.11, pp.34-36.

Scientific organisation of work secures the solution of the three main mutually interconnected tasks, namely the economic, psychophysiological and social one. Research conducted in the Scientific and Research Institute of Preschool Education at the Academy of Pedagogical Science of the U.S.S.R. shows that the basis of scientific organisation of work for all nursery school workers is represented by a complex of branches of science dealing with man's work: hygiene, prevention, physiology, sociology, aesthetics and others. It is necessary to work out principles of scientific organisation of work for each category of nursery school workers so as to increase the effectivity of their work with the smallest possible loss of time, energy and means. Scientific organisation of work in preschool facilities requires an increase in the professional level of educational workers. Besides, every worker should be able to organise and utilise his/her working day, to participate in the fulfilling of joint tasks, to adjust his/her workplace and the like. This is why it is topical to prepare a course of fundamentals of scientific organisation of work for nursery school teachers and to include these fundamentals in the curricula of teacher training schools and teacher training colleges.

191. GRYGORCZUK, M.: O niektórych problemach placówek przedszkolnych na wsi. /On some problems of rural nursery schools./

Wychowanie w przedszkolu, 35. 1982, No.3, pp.135-137.
1 ref.

The principle of uniform preparation of preschool children meets with problems of the considerably lower percentage of village children attending these preschool facilities in comparison with town children, which reflects the economic and social reality. A special programme is needed for the training of teachers for work in rural nursery schools.

192. GUSEV, K.: O rabote so studentami. /Working with students./

Doshkolnoye vospitaniye, 1982, No.5, pp.55-57.

This is information on political practice of extra-mural students enrolled at the preschool education faculty of the Moscow teacher training college. Students organise discussions with the respective workers on the occasion of various political events and anniversaries. For instance, the students met delegates of the 26th Communist Party congress after the congress; before the 22nd Olympic Games in Moscow, they met their main organisers. Conferences are held on various occasions, such as one dealing with the topic "Care of the Party and State for the Young Generation". Students participate in work in the Young Lecturer's School. Professors of social science departments discuss selected topics with the students, they help the students with the selection of materials, recommend literature. Students are invited to give lectures in nursery schools and in industrial plants.

193. HEUZÉ, M.: Le C.E.F.I.S.E.M.: une double vocation. /The double aim of the C.E.F.I.S.E.M./

L'éducation enfantine, 1982, No.2, pp.10-11.

The article discusses the aim of Teacher Training And Information Centres for Immigrant Children's School Adjustment /Centres de formation et d'information pour la scolarisation des enfants des migrants - C.E.F.I.S.E.M./. Nursery schools face four tasks in their work with immigrant children: they must pay them special attention and give them time for adjustment, help them to overcome obstacles arising when they come into the new environment and seek such educational means that would respect concurrences and differences in the French environment and the child's original environment.

194. ILYIN, O.: Imeni N. K. Krupskoy. /With N. K. Krupskaya's name./

Doshkolnoye vospitaniye, 1982, No.10, pp.5-7.

The first teacher training school of Uzbekistan was set up in Tashkent in the year 1930. The profession of nursery school teacher was one of the first ones that women were won for after overcoming old prejudice and old traditions. It was difficult in the first years to get young girls for study. At that time, only 13 per cent of girls attended primary schools. In the year 1935, an event in the school life was a trip to Moscow where the students met N. K. Krupskaya. The museum of V. I. Lenin and N. K. Krupskaya set up in the school and continuously supplemented with new exhibits has become a centre for the students' ideological education. A part of the museum is devoted to international and patriotic education. The collections contain materials on all union republics. Students of 27 nationalities study at the school.

195. ILYIN, O.: Na poroge tretyego desyatiletiya. /On the threshold of the third decade./

Doshkolnoye vospitaniye, 1982, No.6, pp.66-69.

The Angero-Sudjensk teacher training school in east Siberia celebrates 20 years of its existence. Many of its teachers are former students of the school who later studied at a university. Considerable attention is paid to after-school activities. Circles on "Children's books", "Educational knowledge", "Psychology and the present", "Tenderness" /talks on family, matrimony and the like/ work in the school. As most of the students will work in rural preschool facilities, their six weeks' teaching practice that they do in the third year of study takes place in single-class nursery schools.

196. ILYIN, O.: O rabote karagandinskogo pedagogicheskogo uchilishcha. /The work of the Karaganda teacher training school./

Doshkolnoye vospitaniye, 1982, No.9, pp.52-55.

Teaching languages of this school are Russian and Kasakh. The school reaches outstanding results in teaching; 83 per cent of the students leave school with excellent and very good marks. Only secondary school students with good school achievement are accepted for study. Every student is interviewed to ascertain the interests and aptitudes. The school keeps in contact with its former students. Meetings of its former students have become a tradition and enable exchange of experience and ideas. If necessary, they may consult their former teachers. The school strengthens in its students the effort to continue their education, to study at the teacher training college.

197. ILYIN, O.: Stareyshemu moskovskomu preduchilishchu - 50 let./The oldest Moscow teacher training school is 50 years old./

Doshkolnoye vospitaniye, 1982, No.3, pp.83-86.

The 3rd teacher training school in Moscow bears the name of N. K. Krupskaya. Victory day is commemorated in a traditional way in the school. The students collect and narrate their relatives' memories of their participation in the Great Patriotic War.

The school set up Krupskaya's hall that has become a workplace for the study of N. K. Krupskaya's work. Students' art creativity circles work at the school. The students publish their own literary almanac "Our creative genius". A "school of social knowledge" has been set up. It comprises four groups: disseminators of atheism, nature conservators, photoreporters and Moscow guides. The school keeps permanent contacts with its former students - some of them have obtained scientific degrees. It sends questionnaires to nursery schools to find out how its former students are successful in practice. Questionnaire data enable the teachers to improve their work.

198.YEGOROV, A.: Rabota s pedagogicheskimi kadrami. /Work with school personnel./

Doshkolnoye vospitaniye, 1982 ,No.8, pp.16-17.

The experience from the Ulyanovsk district is discussed. In the course of the tenth five-year-plan, the percentage of university-trained teachers increased from 9 to 12. To secure a sufficient number of students at teacher training schools, nursery school teachers visit primary schools and inform about work in preschool facilities. A five-year-plan of teachers' further training was elaborated. Its forms are diverse and differentiated in keeping with the teachers' previous education and the length of their practice. They include courses lasting several days, instructional and methodological meetings, joint and individual consultations, regional seminars, conferences, educational reading, overall and specific tests. There are 103 methodological associations in the region. Regular seminars and short-time courses are run for their leaders. The department of education can use the work of a body of volunteers comprising the best teachers, headmistresses and teachers of teacher training schools and colleges /heads of methodological centres/. Its members participate in checks of preschool facilities, too.

199. JENGER, Y.: Le point de vue de l'I.D.E.N. /I.D.E.N.'s point of view./

L'éducation enfantine, 1982, No.3, pp.12-14.
1 photograph.

This is one of the series of articles in the issue dealing with problems of cooperation of nursery school teachers. The author deals with the problem of innovations from the viewpoint of the teaching staff's collective cooperation.

200. KOLÁŘ, J.: VII. ročník. národní soutěže dívčích pěveckých sborů středních pedagogických škol v Karlových Varech. /The 7th yearly national competition of girls' choruses of teacher training schools in Karlovy Vary./

Estetická výchova, 23, 1982/1983, No.2, pp.45-46.

The account of the competition is supplemented with a detailed evaluation of the individual girls' choruses interpretation level. As there were no sharp differences, the jury classified all participating choruses /fourteen in all/ in two performance groups only - gold and silver. Besides, several special prizes were awarded by the jury.

201. KOPP, H.: Zum Beispiel Wasser und Sand. /For instance water and sand./

Der Schweizerische Kindergarten, 72, 1982, No.5, pp. 22-23.
7 refs.

Teacher training school students got the task to prepare the topic Learning Through Discoveries Made With Water and Sand for their guided teaching practice. This was a task not only for the students but also for teachers of practice, methodology, music, drawing, biology, psychology, work education. The topic proved successful. The children found pleasure in creation. Their attention was evoked by the attractive and unusual activity. This increased the children's interest in seeking, investigating, handling and, finally, in knowledge.

202. KRAJČOVÁ, N. - VARGA, J.: Otázky vysokoškolského vzdelávania. /Problems of university education./
Predškolská výchova, 36, 1981/1982, No.8, pp.26-28.

In the school year 1973/1974, the philosophical faculty of Šafarik's University in Prešov opened the study of preschool education. It is organised as extramural study at present. It is designed primarily for administrators in the field of preschool education. To improve and verify the suitability of this study, workers of the pedagogy department of the philosophical faculty of Šafárik's university in Prešov organised a get-together of the first graduates and students of preschool education. Data on the success of graduates in practice and their views on the level of their university study were obtained by means of questionnaires. There were 24 graduates in preschool education, 13 of them completed the questionnaire. All of them enrolled for university study after completing their study at the teacher training school. Four of the graduates remained in their original posts, five of them were promoted after graduation /they became headmistresses, inspectors, heads of cabinets at the district educational centre/. With the exception of two, all graduates published papers and gave lectures, prepared educational reading. The results of the survey confirm that it is correct to give university education to senior workers in the field of preschool education. Gradual development of the branch of preschool education has a positive impact on educational work in preschool facilities in the East Slovak region. The work of methodological associations has become more active. University graduates took an active part in meetings dealing with problems of preschool education.

203. KUZMINA, V.: *Sovershenstvovat metodicheskuyu rabotu.* /How to improve methodological work./

Doshkolnoye vospitaniye, 1982, No.12, pp.88-89.

This is information on the statewide seminar dealing with the topic Increasing the Qualifications of Preschool Workers. The chief of the preschool education department of the ministry of education of the U.S.S.R. summed up in her introductory paper the main tasks in improving the effectivity of work in preschool facilities: it is necessary to improve the work of methodological centres, to improve control of work in preschool facilities, to improve the system of increasing the qualifications of all categories of educational workers, to seek, generalise and introduce into practice the best educational experience. The minister of education of the Uzbek Soviet Socialist Republic discussed the results achieved in the training of educational personnel in the republic. Every year, about 3,000 new teachers graduate from three teacher training colleges. There are 60,000 educational workers in Uzbekistan, 73 per cent of them with university education.

204. La formazione degli insegnanti di scuola materna in Svezia /a livello universitario come ulteriore sviluppo di precendenti preeparsioni/. /Nursery school teacher training in Sweden /at university level - as the last phase of previous preperation/./

Scuola materna, 69, 1981/1982, No.1, pp.21-23, p.26.

The information presented by a group of Swedish teachers, who were in Italy for a short study visit, is supplemented by a translation of the act of 1973 establishing teacher training colleges for nursery school teachers in Sweden.

205. LIFITS, I.: Muzykalnyye distsipliny v esteticheskom vospitanii. /Music disciplines in aesthetic education./

Doshkolnoye vospitaniye, 1982, No.8, pp.60-63.
1 ref.

Music education of students attending teacher training schools is provided by a complex of music disciplines, such as singing, music theory, instrument play, rhythmics, methodology of music education. The main aim of these subjects is to teach the students how to perceive music, to develop their figurative thinking, to widen their perview, to give them an ideas of beauty, to develop an aesthetic relationship to the surrounding world, to make them acquainted with the repertoire suitable for children. Instrumental and vocal music, works of Russian and foreign classics, folk music, Soviet as well as foreign contemporary music - students get to know all this in music education lessons and in after-school activities.

206. MOROZOVA, L.: Rabota oblono s pedagogicheskimi kadrami. /Work of the regional department of education with educational personnel./

Doshkolnoye vospitaniye, 1982, No.4, pp.24-25.

There are 624 preschool facilities in the Kostrom region. Methodological centres are in 17 districts. Their work concentrates primarily on methodologists in preschool facilities. Two seminars are organised for them every year. The first one is held at the beginning of the school year to evaluate the results of the preceding school year and to determine the main tasks for the beginning one. The programme of the other seminar includes exchange of experience in methodological work with the staff of preschool facilities. Methodological centres follow the work of methodological associations and give them professional help. They hold seminars and consultations for headmistresses and educational workers.

207. PARKHOMENKO, V.: O podgotovke spetsialistov dlya doshkolnykh uchreshdeniy v Kurskoy oblasti. /Training of specialists for preschool facilities in the Kursk region./

Doshkolnoye vospitaniye, 1982, No.8, pp.59-60.

The primary task of teacher training schools is to enlist students that have prerequisites for work with children. The aim of the club "Little Fellow" that is organised for girls from higher grades of primary school is to make the girls acquainted with the work of nursery school teacher. The students participate in students' competitions in the sphere of social science, the history of the Communist Union of Youth and international student movement. They verify their knowledge in practice by giving lectures, organising popular art circles, sports competitions and the like. The individual groups of the Komsomol organisation compete under the slogan "Today's quality of knowledge - tomorrow's good results of work". The Komsomol organisation participates in the movement "Komsomol in rural school". The school keeps in contact with its former students, organises talks with them and trips to nursery schools where they work.

208. SMIRNOVA, L.: Rukovodstvo kursovymi rabotami po metodike izobrasitelnoy deyatelnosti. /Guiding students' treatises in the methodology of art education./
Doshkolnoye vospitaniye, 1982, No.1, pp.73-75.

The aim of the students' treatises is to reinforce and improve the knowledge of students in special subjects, to develop their independence, to teach them how to apply the acquired knowledge in a creative way in the solution of practical tasks. Treatises may deal with pedagogy, psychology or the individual methodologies. It is necessary to evoke their interest in the selection of topics, to show them related topics. This makes it possible to arrange joint consultations, selection of literature and mutual comparison of students' works. The author gives examples of topics dealing with the use of applied popular art in nursery school.

209. SZABOVÁ, K.: Skúsenosti s hudobnou výchovou v strednej zdravotníckej škole./Experience with teaching music to nursing school students./
Predškolská výchova, 36, 1981/1982, No.12, pp.8-11.

Music lessons have been included in the curriculum of child nurses experimentally so far as a voluntary subject in the first year of study, for two hours a week. Most students come from primary school with relatively weak knowledge of music theory, their repertoire of folk songs is limited, in many cases they are not ready for interpretation. The class is not divided for music lessons. It has been found out in a group of 137 students that every one of them can master the fundamentals of music education in the course of the school year, irrespective of the degree of their talent for music. The selection of music material depends on the needs of practice; the students master between 90 and 100 tunes and songs in the course of the school year. It only seems disadvantageous that they can make use of this knowledge acquired in the first year of study only two years later, in their practical training in crèches in the fourth grade. The educational and social importance of music lessons given to child nurses is indisputable.

210. ŠTEFFLOVÁ, J.: Zanechat stopu ... /To leave a trace.../
Učitelské noviny, 32, 1982, No.41, p.3.

Visits are discussed as a means of nursery school teachers′ professional and political growth and as a means of improving the educational process.

211. TIMONIN, A.: Uchashchiysya na tribune lektora. /Students on the lecturer′s platform./
Doshkolnoye vospitaniye, 1982, No.12, pp.60-64.

Political activity and work with the masses is very important for workers in the field of preschool education as they educate future citizens. This is why groups of political propagandists and, later, groups of lecturers are set up at teacher training schools. Members of these groups are selected on the basis of recommendations of their teachers and the Komsomol organization. The students get acquainted with fundamentals of propaganda, they learn to work with books, to collect materials. They get to know various forms of propaganda: lectures, political information, talks at the round table, youth conferences. Independent delivery of lectures stimulates the students to theoretical work, activates them for study of political and professional literature.

212. TIMONIN, A.: "Vospityvat vsekh, vospityvat kashdogo". /Educating everyone./

Doshkolnoye vospitaniye, 1982, No.7, pp.66-71.
3 refs.

After-school activities of teacher training school students take various forms: Leninist's credit, school of young lecturer, school of social science, competitions in creativity, olympiads in various subjects. The author describes in detail the Leninist's credit that represents a system of educational measures combining learning, work and participation in public life.

213. TVERITINA, E.: Rol metodicheskikh kabinetov v sovershenstvovanii vospitatelno-obrasovatelnoy raboty v doshkolnykh uchreshdeniyakh. /The role of methodological centres in improving educational work in preschool facilities./

Doshkolnoye vospitaniye, 1982, No.4, pp.21-23.

Methodological centres in districts, regions and republics are centres for teaching methodology. Their main task is to enhance the teachers' ideological and methodological readiness. Individual centres have developed specific ways of securing further professional development of preschool educators. Some centres send departments of education topics for lectures, test questions, lists of literature for every part of the plan of further education. Considerable attention is paid to teachers' self-study. Centres seek and generalize the best educational experience and introduce it into practice.

214. VISKUPOVÁ, B.: K přijímacím zkouškám na střední pedagogické škole. /Entrance examinations at a teacher training school./

Estetická výchova, 22, 1981/1982, No.3, pp.130-131.

The report evaluates the course of practical examinations and music and gestural education at a Prague teacher training school. The author of the article states that most pupils were not able to express their feelings from hearing music, not even with basic gestures. They found it difficult to discern the basic components of simple piano compositions, such as the metre, time, rhythm, melody, dynamism and form. The author is convinced that most of these shortcomings in the students' gestural education will be eliminated in the future thanks to the introduction of music and gestural education and singing as an optional subject since the fifth grade of primary school.

215. Vzdělání metodiků. /The education of methodologists./ Československý loutkář, 32, 1982, No.7, p.162.

This is information on a two-year post-graduate extramural study at the department of puppet play at the Academy of Theatre Arts in Prague. The study is designed for these teachers who use or will use puppet theatre in their practical work. Applicants are primarily nursery school teachers, teachers of teacher training schools who give instruction in the subject "puppet theatre practice", leaders of children's theatre ensembles and teachers of Popular Art Schools.

216. W przedszkolu na wsi. /In a rural nursery school./ Wychowanie w przedszkolu, 35, 1982, No.3, pp.169-176.

This is a series of shorter contributions to help rural nursery school teachers in their work. Among other things, instructions are given for play and games in the nature by Z. Bogdanowicz /the author of the book Didactic games for nursery school published in 1967/, M. Budek and G. Nikadem. Clocks and time are shown as an example of educational topic.

4.3 School administrators

217. ALIX, CH.: Un travail collectif à l'école Titon.
/Collective work in a Titon school./

L'éducation enfantine,1982. No.3, pp.15-17.
3 photographs.

This is one of a series of articles in this issue devoted to the problems of nursery school teachers' cooperation. The author explains the role of the headmistress in guiding the teaching staff.

218. BLOTNER, N.: Rukovodstvo i kontrol sa osdorovitelno-vospitatelnoy rabotoy v gruppakh rannego vosrasta.
/How to guide and check health education in groups of young children./

Doshkolnoye vospitaniye, 1982, No.6, pp.15-22.
4 tables.

The main task of a nursery school headmistress is to organize the work of her nearest assistants: the methodologist, the physician, the senior nurse and the school clerk. Tasks laid down by the yearly plan are allotted to these workers at regular meetings. Teachers' meetings are used to increase the level of educational work. At these meetings, teachers may discuss problems of the individual spheres of educational work so as to secure the sequence of the individual age levels. Conclusions made during discussions are considered as tasks of the individual teachers and their fulfilling is checked.

219. ČECHOVÁ, H.: Pod jednou střechou. /Under one roof./
Učitelské noviny, 32, 1982, No.19, p.7.

The author discusses the nursery school headmistress' role in solving problems of mutual relations among members of the teaching staff and their work with children.

220. KOZLOVA, G.: I proveryat, i pomogat. /To check and to help./
Doshkolnoye vospitaniye, 1982, No.5, pp.83-86.

The author describes experience in checks of the state of music education in the Volgograd district with its 85 preschool facilities and 110 music teachers working in these facilities. Facilities selected for inspections comprised both those with good results of work deserving popularisation and those that needed help most urgently. Checks were made with the help of volunteers; in the course of two months, thirty facilities were visited. The results were evaluated at a meeting of headmistresses and music teachers. Seminars and consultations were organized for the individual categories of workers on the basis of the results of checks. They were held regularly in facilities where the participants could simultaneously see good results of work. Topic-oriented displays were organised, too /e.g. displays of musical didactic games, to accompany various celebrations/. Instructions were given to equip methodological preparation rooms in preschool facilities with materials for music education.

21. MAXAKOVA, V.: *O rukovodstve rabotoy vospitatelya.*
/Control of the teacher's work./

Doshkolnoye vospitaniye, 1982, No.12, pp.32-33.

Experienced teachers introduce teacher beginners into practice. They enable the beginners to observe the way in which they work in the course of the whole day. All forms of checks are used to follow the work of educational workers: overall checks concerned with a specific aspect, comparative ones announced in advance. The main aim of each check is stated in the yearly plan. The monthly plan determines whose work will be checked, when and by whom. The main criteria for evaluation are the results of work: level of the children's development, their ability to use the acquired habits in daily life.

222. NAGORNAYA, A.: Rol zaveduyushchey v osushchestvlenii kontrolya za vospitatelno-obrazovatelnoy rabotoy. /The headmistress' role in supervision of educational work./

Doshkolnoye vospitaniye, 1982, No.3, pp.8-9.

The experience of the headmistress of a kolkhoz nursery school is described. She plans the visits of the individual classes in the yearly plan. These include check of readiness for the new school year, overall checks as well as those concerned with specific aspects. Simultaneously, she plans methodological work with teachers. She includes also preliminary checks in her plan: a talk with the teacher a day before the planned occupation, check of preparation for educational work. The headmistress follows the teachers' further education. She keeps a file of cards for all teachers stating their professional specialization, what courses they attend and the like.

223. Rukovodstvo i kontrol za vospitatelno-obrazovatelnoy rabotoy v doshkolnom uchrezhdenii. /How to control and check educational work in preschool facilities./

Doshkolnoye vospitaniye, 1982, No.6, pp.7-9.

This is a methodological letter of the administration of preschool education and the central methodological board for preschool education. The yearly plan should lay down the main aim of checks and monthly plans should contain concrete measures. Overall and thematic checks are the two main forms of checks. The overall check is concerned with educational work in class. It should provide all-round information on fulfilling the curricula as a whole and ascertain what kind of methodological help the teacher needs. Thematic checks are concerned with individual spheres of educational work. The basic criterion for evaluating a teacher's educational work are the results, the level of the children's development and education, their ability to use the acquired knowledge in daily practice. The results of overall or thematic checks are evaluated at teachers' meetings. Checks made after previous notice should prevent possible mistakes in the teacher's work. The headmistress can help in advance in the preparation for occupation, in planning etc. All forms of checks should lead to methodological help, especially to beginning teachers.

224. SHOTEVA, S.: Sotsialno-pedagogicheskata deynost na direktorkata. /The headmistress' socially educational work./

Preduchilishtno vaspitanie, 30, 1982, No.3, pp.26-29.

The author deals with the increasing demands laid on the work of nursery school headmistresses in connection with the 12th congress of the Communist Party of Bulgaria and the 1st congress on national education. The nursery school headmistress organises and coordinates the system of education. The author analyzes her principal tasks in connection with requirements that the headmistress has to fulfil. She analyses the existing shortcomings in the work of headmistresses and shows possibilities of eliminating these shortcomings.

225. Zaveduyushchaya detskim sadom. /Nursery school headmistress./

Doshkolnoye vospitaniye, 1982, Nr.7, pp.2-5.

The work of a nursery school headmistress concentrates on: 1. administration of educational and methodological work, 2. solving economic matters, 3. organisation of educational enlightenment among parents and in public. As for 1: the headmistress gives professional help to teachers in fulfilling the curricula of educational work, checks the results of their work. As for 2. she secures full utilisation of the nursery school, works out the plan and the budget, makes provisions for reasonable use of financial means in keeping with the budget, keeps financial discipline. As for 3: she helps the teachers to make contacts with the parents, directs the work of the P.T.A., organises dissemination of the knowledge of education among the parents and in the public, seeks and popularises positive examples of family education.

4.4 Labour legislation; teachers' associations

226. Hundert Jahre Schweizerischer Kindergärtnerinnen-Verein. /A hundred years of the Swiss Nursery School Teachers' Association./

Der Schweizerische Kindergarten, 72, 1982, No.10, pp. 28-33.
2 photographs.

The Swiss Nursery School Teachers' Association celebrated a hundred years of its existence in September 1982. Its articles of 1884 lay down its tasks: to explain the importance of educating young children, to set up nursery schools, to support nursery school teacher training and try to win the support of state authorities for the development of nursery schools.

227. Jahresbericht des Schweizerischen Kindergärtnerinnen-Vereins. /The annual report of the Swiss Nursery School Teachers' Association./

Der Schweizerische Kindergarten, 72, 1982, No.7/8, pp.1-26, p.35.

This is a detailed information on the course of the ordinary annual assembly of delegates. It contains the agenda, the annual report of the central committee for the year 1981, a report on the chairwoman's resignation, the treasurer's report. This is followed by reports of its 17 sections that are set up according to location or cantons, a report of the editorial commission, a report on the relief fund, reports of the commision for teacher training, for the construction of nursery schools, a report of the commision preparing a music education handbook.

228. MEDLEN, M.: Odborová organizácia - účinný pomocník pri rozvoji socialistického školstva. /Trade union as an effective assistant in the development of socialist system of education./

Predškolská výchova, 36, 1981/1982, No.9, pp.1-2.

The trade union of workers in education and science helps efficiently in the development of socialist school. In the sphere of preschool education, teachers' initiative contributes to positive results achieved, such as the number of children accepted to preschool facilities exceeding the numbers laid down in directives of the 15th congress of the Communist Party of Czechoslovakia, and helps to implement the programme of educational work. The teachers' creative initiative helped to develop new teaching aids and, together with trade union members from primary schools, secured a natural and spontaneous transfer of children from the crèche to nursery school and then to grade one of primary school. Trade union bodies and trade union organizations at schools do their best to stimulate industrial and agricultural plants and other enterprises to the construction, equipment and running of preschool facilities. The trade union has important tasks in the sphere of labour safety.

229. TEPLYUK, S.: Raspredeleniye obyazannostey personala v smeshannoy gruppe. /Division of staff duties in a mixed group./

Doshkolnoye vospitaniye, 1982, No.1, pp.25-30.
3 tables.

A mixed group of infants at crèche age comprises usually three subgroups, each with a different daily programme. The author describes a suitable organisation of work, in the course of daily activities /morning health check, breakfast, occupations, walks, becoming hardy/. The attached summary table shows two alternatives for the division of duties in winter and in summer. It states children's activities, duties of the teachers and auxiliary staff in the course of the whole day between 8.30 in the morning and 5.30 in the afternoon.

230. WYNNYCZUK, V.: Žena a rodina. /Women and family./

Děti a my, 12, 1982, No.2, pp.3-4.
2 photographs.

This is a reflection on the importance and aim of the World Congress of Women that was held in Prague in the year 1981. The participants worked in six commissions the third one dealing with the basic topic "Women and family". The author gives a characterization of the importance of family in the present-day society and the impact of women's increasing education on the development of their personalities and thus on improvement in the position of their families. Negative factors affecting the education of women and the position of family in the world are enumerated. The author goes on to discuss the problems of family planning, prevention of unwanted pregnancy on one side and the treatment of infertility on the other side. It is necessary to accelerate world research so as to improve the possibility of a safe and harmless contraception available to everyone. The importance of education to matrimony and parenthood is discussed, as well as the importance of good-quality health care provided to women since childhood till old age. The main task is to achieve women's equality in everyday life and to create conditions for the development of family as these are prerequisites for the further development of society as a whole.

5. PLAY

231. LOGACHEVA, L.: Rol natsionalnykh igr v vospitanii detey. /The role of folk games in the education of children./

Doshkolnoye vospitaniye, 1982, No.5, pp.16-18.

Folk games are of a considerable importance for developing love for the native region, for the mother tongue, respect for the work of parents, folk habits and customs. The author describes games of Chukot and Eskimo children that reflect the work and customs of their parents, such as whale chasing, red deer and reindeer hunting, walking in snow-shoes.

232. PIRYOV, G.: Za formiraneto na detskata igra. /Development of infant play./

Preduchilishtno văspitanie, 30, 1982, No.7, pp.30-31. 13 refs.

The author presents a short review of literature dealing with problems of infant play in the introduction. The article is written as a diary with entries describing the observations of a child at early preschool age /since the age of four months/. The author brings valuable documents on the shaping and development especially of object-oriented play, he makes an analysis of each play and seeks its place in the child's development.

5.1 Psychology of play

233. [illegible], M.: Spielgruppe in individual-psychologischer Sicht. /Playgroups from the viewpoint of individual psychology./

Der Schweizerische Kindergarten, 72, 1982, No.10, pp. 14-18.

This is an abstract of a thesis dealing with the importance of play for social education, for the development of imagination, thinking, skill and for emotional education. The author discusses the need for play in the first two years of the child's life; purposiveness in play; manifestations of courage and talent in play; manifestations of inferiority in play; manifestations of social feeling; life style; the need for activity, motivation of activity, support and restriction of activity in play.

234. REDON, M.L.: L'enfant, le jeu et l'imaginaire. /The child, play and imagination./

L'éducation enfantine, 1982, No.8, pp.25-27.
1 photograph.

The author characterises briefly and analyses the development of child's play since the first days of life to the end of the preschool period. She agrees with E. Claparéd's statement that "to play does not mean to amuse oneself" and suggests ways of guiding children so as to make their pleasure in play stimulate their desire for work.

5.2 Pedagogy of play

235. BARKUSOVA, L.: Pogovorim ob igrakh - dramatizatsiyakh. /Let's talk of dramatized plays./

Doshkolnoye vospitaniye, 1982, No.11, pp.16-19.

Dramatized play is an independently existing form of play activity. It differs from subject-oriented play by developing a topic taken over from literature. These plays enrich children's emotions, develop their interest in literature, give them an opportunity to use their initiative and creative genius. The evaluation of events, behaviour of the actors and their characters teaches the children to observe the surrounding world with attention, to distinguish good and evil in human relations. The teacher makes the children acquainted with the text that should captivate them emotionally, draws their attention to the behaviour of people and animals, gives them minor tasks, such as showing how a small rabbit fears and the like. With good guidance, dramatized play may become an effective means of aesthetic and moral education.

236. GETOVA, D.: Didakticheskite igri v pǎrvi klas. /Didactic games in grade one./

Nachalno obrazovanie, 22, 1982, No.4, pp.28-31.
8 refs.

The article describes the individual kinds of didactic games, their structure, contents, play activity and rules. The position of didactic games in the lesson and ways of their correct guidance are described. The article contains a number of concrete methodological instructions for teachers.

237. GYUROVA, V.: Didaktichnata igra kato pedagogichesko sredstvo. /Didactic games as means of education./

Preduchilishtno vǎspitanie, 30, 1982, No.8, pp.9-11.
1 table.

Didactic games and their importance for the child's all-round development are discussed. The author explores the mutual relation between extent and kind of cognitive content, between knowledge and rules. She pays attention to the effect and impact of play, its elements and didactic toys and to their importance in the educational process.

238. GUZ, S.: Rola nauczycielki w swobodnych zabawach dzieci. /The teacher's role in children's free play./

Wychowanie w przedszkolu, 35, 1982, No.2, pp.67-70.

Organized activities in nursery school should not prevail over independent, unorganized children's play that is a vital prerequisite for their independent development. The teacher's role in unorganized play lies in organizing good conditions for play, observation of children and occasional interventions in the interest of its better course. Examples are given.

239. KOSHELEVA, A. - ABRYAM, L.: O vozmozhnosti razvitiya emotsiy v igre./ On the possibility of developing emotions in play./

Doshkolnoye vospitaniye, 1982, No.5, pp.30-34.

The aim of the research survey was to investigate emotional manifestations of children between the ages of two and three in the course of their play with toys. It was possible to distinguish two groups of children in the course of observation of their play with various toys. In the first group, the children showed emotional involvement after handling a toy orientatively for several times. They kept playing for 40 to 60 minutes, the number of handling operations was between 150 and 200. If there appeared some difficulty in their play /they were to slide or insert something/, the children expressed joy and concern over overcoming these difficulties. In the second group, the children showed no emotional involvement. The play had the nature of getting familiar with the toy, the children played for 10 to 18 minutes, the number of handling operations was between 25 and 30. In the next stage of research, the experimenters tried to develop the children's activity by showing them and explaining what can be done with a puppet that the children took care of. Most children showed emotional involvement, only a small part of them remained indifferent. Two kinds of experiencing could be observed in the play. The child weeps as the patient in the course of its play, while simultaneously feeling joy over its play. The teacher influences the child's emotions and its mood by developing the child's emotional relation to the topic and to the actors. She should organize the play in a way developing the children's positive feelings by the play content and structure.

240. LAPUTINA, O.: Razvitiye tvorchestva v igrakh-dramatizatsiyakh. /Development of creativity in dramatized plays./

Doshkolnoye vospitaniye, 1982, No.11, pp.19-21.

Children's creativity manifests itself clearly in dramatized plays. Younger children imitate familiar animals but they are not able to express the peculiarities of their behaviour. This is why the teacher plays with the children and shows them possible differences in the mimicry, gestures, intonation of voice, posture and the like. Children from the medium age group learn to set words in harmony with movement. To develop their imagination, the teacher gave them the task to imagine the plot in movements and gestures. Another time they got the task to walk like an old woman, like a queen, to imitate a certain person by gestures and movements and then also by words. The other children tried to guess the imitated person. Later the children used skills and knowledge acquired in dramatized plays for their independent activities expressing their creativity.

241. MARASONOVA, L.: *Rol vospitatelya v razvitii syuzhetno-rolevykh igr detey tretyego goda zhizni.* /The teacher's role in developing subject-oriented play of three-year-olds./

Doshkolnoye vospitaniye, 1982, No.6, pp.22-27.
7 tables.

The article describes the experience of a crèche-cum-nursery-school that set itself the task to create optimum conditions for the education and instruction of children by means of subject-oriented plays. The description of this work is supplemented by a well-arranged yearly plan. The theoretical and practical training of teachers was provided by an all-year seminar dealing with the problems of play /the plan lays down the number of lessons and practical exercise/ and consultations concerning partial problems. The results were evaluated continuously at teachers' meetings. Three exemplary occupations were shown to the teachers in the course of the year. To help the teachers in self-study, a list of professional literature was prepared, displays were made on notice boards, guidelines were worked out for occupation with toys, for the familiarization of children with their surroundings, especially with the work of people. The plan also includes talks with parents about children's play.

242. POLUSHKINA, M.: Razvitiye igrovoy deyatelnosti. /Development of play activities./

Doshkolnoye vospitaniye, 1982, No.10, pp.8-12.

The author describes practical experience of work with crèche-age children. The work was divided into two stages. In the first stage, the children were taught to handle toys in keeping with their specific nature. At the age of about a year and a half, they were taught to imitate in play the activity of adults or older children that they could observe every day. In the second stage, the children were taught to transfer activities mastered with the help of adults from one toy to another. At the age of two, they were taught to imitate in their play several interconnected activities that they knew only separately so far. Supplementary materials were used for topic-oriented play. The children were taught to keep rules of play, to play together, to share their toys and exchange them, to develop friendly feelings. By the end of the second year of age, the children were able to play beside one another, they used toys correctly and put them away to the correct place independently. Their activities contained elements of topic-oriented play. Play activities took place in their logical sequence.

243. SAWICKA, A.: W przedszkolu na wsi - Zabawa - podstawowa forma działalności dzieci. /In a village nursery school. Play - the basic form of children's activity./

Wychowanie w przedszkolu, 35, 1982, No.4/5, pp.227-231.

4 refs.

Examples are given for play in the course of walks, suitable for three- to four-year-olds and five- to six-year-olds.

244. VITANOVA, N.: Igrata v uchebno-văzpitatelnata rabota văv vtori klas. /Play in the education of grade two children./

Nachalno obrazovanie, 1982, No.7, pp.14-20.

The author deals with planning the play and its guidance in educational work. She discusses the characteristic features of play and the basic types of mutual relations developing in the course of play. Further, she deals with specific features of various kinds of play /creative, intellectually cognitive, didactic, locomotive, sports play/ and pays attention to the relation of play to instruction, work activity, education and to the sociopolitical aspect.

245. WIEMAN, M.: Rytmiczne zabawy z piłkami w grupie dzieci 6-letnich. /Rhythmic play with balls in a group of six-year-olds./

Wychowanie w przedszkolu, 35, 1982, No.4/5, pp.231-233.

4 photographs.

The author presents examples of rhythmic exercise with balls /tennis-size or somewhat bigger/ that were shown to the participants of a congress on rhythmics held in Geneva in the year 1981 by Lilian Favre Bulle /professor at the E. J. Dalcroz Institute/.

246. ZENBITSKAYA, N.: Rol trudovykh umeniy v obogatsenii syuzheta igr detey. /The role of work skills in the enrichment of topics for children's play./

Doshkolnoye vospitaniye, 1982, No.12. pp.20-23.

This is the experience of a teacher, who explored ways of teaching the children to work in the course of play. The aim was to evoke in the children the wish to make aids for their play, to teach them to work well. The children made envelopes and various postcards in the course of their occupations. This concrete task increased the effectivity of occupation and activated the objectives of the following play. Then they played at the post-office and the bookshop. When preparing a dramatized play, the children first looked at the pictures and then they decided what props they would make and how they would make them. The children had to come to an agreement on how they would develop the topic /e.g. play at cosmonauts/ and this was done in discussions in which their teacher participated, too. They got used to respecting the views of others, working jointly, fulfilling work tasks exactly.

247. ZVORYGINA, E.: *Komplexnoye rukovodstvo igroy s syushetno-obraznymi igrushkami.* /Complete control of play with topic-oriented toys./

Doshkolnoye vospitaniye, 1982, No.7. pp.46-53.
1 chart.

The elements of play action, of topic-oriented play begin to take shape in the second year of the child's life. At this age, play with symbolic toys takes the form of solving play tasks /feeding a doll/. The child solves these tasks in a very primitive way at first; its activity becomes more diversified and more accurate later. The choice of objects used for play changes simultaneously. At first the child uses symbolic toys that imitate familiar things schematically. Later it prefers toys copying the reality exactly. However, it simultaneously begins to use also materials substituting the real object /e.g. a bar instead of a spoon/. Th eguidance of play with topic-oriented toys is of a comprehensive nature. The author uses a symbolic spiral to show the stages of this guidance. Detailed methodological instructions are given for the following four stages: 1. The child's familiarization with its surrounding. 2. Instructional play where the adult has the leading role. The child learns to transfer its own experience into play and it masters various ways of solving play tasks. 3. The toys are gradually more demanding and more sophisticated. 4. The adult's cooperation with the child in the course of its independent play.

248. ZVORYGINA, E.: Rol vzroslykh v samostoyatelnykh igrakh detey. /The role of adults in children's free play./

Doshkolnoye vospitaniye, 1982, No.11, pp.67-69.

The child should be supported in its play since the first years of its life. At each age level, the child has its own comprehension of the world and its own possibilities to reflect this in its play. Play takes shape with the help of an adult as an independent activity, as the activity of an independent child. This should be realized by adults when they influence children's play. The child should set the tone, the adult may direct the play carefully and tactfully by advice, by offering a toy and the like. The child should be made familiar with a new toy and shown how it can play with the toy. The child gets to know the surrounding world gradually and, simultaneously, its play becomes more independent and richer. The child gets to know the world through activity and this is why it should be given opportunities to participate in the parents' household work.

5.3 Toy

249. ARENDÁŠ, M.: Elektronické hračky v současném světě. /Electronic toys in the present-day world./

Hračka, 17, 1982, No.2, pp.8-10.
7 photographs.

This is information on the use of electronics in things designed for play and amusement of children, adolescents or even adults. Electronic toys, electronic games and calculators and electronic building sets represent a whole field of these objects. Electronic toys with remote /wireless/ control are designed primarily for children of preschool age. These include cars, ships, airplanes, tractors, tanks and the like. Another group of electronic toys includes teddybears, toy robots, electronic pianoes and other musical toys.

250. GLOTSER, V.: Igrat v takuyu igru veselo ! /It is a pleasure to play such game./

Doshkolnoye vospitaniye, 1982, No.12, pp.68-69.

This is information on so called printed table games. Little has been written about these games in the literature on education so far, although they give children joy and thrill, train their swiftness of perception, extend their knowledge, teach them to keep rules, to control oneself etc. They can be played by small groups of children without the help of adults. Thus the children learn to organize play by themselves and to solve disputes, if any arise. The author describes several of these games.

251. HOLICKÝ, V.: *Hračky v soutěži o nejlepší výrobek oboru. 1981.* /Toys in a competition for the best product in the branch in 1981./

Hračka, 17, 1982, No.1, p.18.
3 photographs.

This is a report on the results of a toy competition. Toys made by national enterprises Hamiro, Tofa and plant KIN 09 Trhové Sviny in 1981 were included in the competition. The products were appraised by a professional commission of the combine and by the art council of the Koh-i-noor Hardtmuth combine. The toy truck Liaz Š 100.05 enabling a combination of exchangeable tarpaulins in the loading area was considered as the best toy. Further, the title "Best product of the branch in 1981" was awarded to the seat called Duck, to the puppet of a tygre, to the magnetic puzzle called Circus, to the big size town building set and to the building set "40". It is further stated that more than a half of the competing toys could not be appraised at all as they did not fulfil the conditions of the competition or were not recommended by the art council. Thus some manufacturers deprived themselves quite unnecessarily of awards they deserved through their inconsistence and carelessness.

252. HORSKÝ, A.: Nafukovací hračky. /Inflatable toys./

Hračka, 17, 1982, No.3, p.10.
1 photographs.

This is information about the manufacturing programme of the national enterprise Fatra Napajedly and its successful production of inflatable toys. Each new product is the result of teamwork respecting the viewpoints of education, psychology, safety, hygiene, design and future sales. No toy can be marketed without previous testing. The national enterprise Fatra uses for this purpose its own nursery school where products from test series are tested before full-scale production.

253. HRNÍČKO, V.: Minulost a přítomnost lidové hračky. /The past and present of folk toy./

Hračka, 17, 1982, No.4, pp.14-17.
6 photographs.

The article brings an outline of the development of toy making in the individual regions of Bohemia and Moravia and a survey of the present-day assortment of toys produced by the Centre of Folk Art and Crafts /ÚLUV/. Besides reconstructions and designs inspired by original folk art, designers of the centre bring toys typical for their authors. The assortment of toys made by the Centre is the result of many years of work not only of the toy makers and designers but also of research workers and theoreticians.

254. JANOUCH, F.: Problém starý století: Hračka pro radost či poučení ? /A problem that is a hundred years old: toys for pleasure or learning ?/

Hračka, 27, 1982, No.1, pp.12-13.

The basis of the article is a substantial quotation from a paper on toys written by the Swedish writer, philosopher and physician Axel Munthe for the French magazine "Figaro". The author shows by the quotation that people of the past century dealt with problems similar to those that worry specialists in our century. They also reflected on the problem of a balanced, optimum relationship between the didactic role of the toy and its role as an object designed purely for children, whose function it is to bring pleasure and amusement, to stimulate children's imagination.

255. JELÍNEK, J.: Hračka - symbol míru. /Toys as the symbol of peace./

Hračka, 17,1982, No.1. p.1.

The author of the article describes the alarming state in the children's toy market in some Western countries which - contrary to the principles of U.N.E.S.C.O. on education of children to peace - advertize and make toys that are miniature copies of various kinds of aggressive weapons for mass destruction and other war toys including their accessories. Only toys developing the children's creative phantasy, docility, creative genius and feeling, respect for the nature, the native country and, primarily, for man himself should be advertised and made.

256. JIRÁSEK, J.: *Hračky a opravdový svět věcí.* /Toys and the real world of things./

Děti a my, 12. 1982, No.2, pp.13-14.
3 photographs.

This is a reflection on the function and importance of toys in the child's life. As a typical representative of the reality in simplified shapes, rich colours and with stressed mechanical function, the toy helps the child combine its procedures in various ways and to experiment, to return to its knowledge again. This is very important for the development of the abilities and for the shaping of a number of skills and mental qualities. In spontaneous learning, the toy is a learning aid. The toy must fulfil the following basic requirements:

1. The toy fulfills, primarily, the role of an attractive aid oriented towards certain educational goals.
2. It is necessary to respect the correct quantity of toys corresponding to the respective level of the child's development. Small stimulation and a limited number of toys are equally undesirable as exceedingly high demands and an inadequate quantity of toys.
3. The parents and other educators should give impressive examples of handling toys.
4. The child needs the response of its environment

when it plays. The child requires judgement, appraisal of the procedure and result. The child's initial interest weakens due to repeated lack of interest shown by parents.

5. The child should not be closed too much in the world of its toys /the world of things helps in object learning and cognition but it is poor in stimuli for the development of speech and conceptual thinking/. This is why it is important to talk with the child over the toy and about it. Thus the toy can become an aid in the development of the child's individual abilities as well as in the development of its social integration and position.

257. YORDANOVA, E.: Dunaprenenite igrachki. /Plastic toys./

Preduchilishtno väzpitanie, 30, 1982,No.5, pp.31-32.
1 figure

The experience with making toys of various plastic materials is described. The author brings concrete technological instructions for making toys that can be used in the educational process in nursery school: puppets for the puppet theatre, souvenirs, animals and the like. Besides, she shows the possibilities of combining various materials: synthetic materials, textiles, paper and others. It is possible to reach bigger expressiveness of toys through combinations of various materials.

258. KALINA, J.: Další vývoj mechanických hraček. /Further development of mechanical toys./

Hračka, 17, 1982, No.3, pp.14-15.
2 photographs.

This is an analysis of the present-day production of the simplest mechanical toys with flywheel drive and spring appliance in Czechoslovakia. In spite of the generally good level of these toys, various manufacturers limit their production all the time, their assortment is reduced. The author of the article sees the cause of this state mainly in problems connected with procuring the necessary materials from abroad when they cannot be replaced by domestic products and in some out-of-date requirements of the State testing institute that discourage the producers from producing this kind of toys.

259. KINKOR, M.: K problematice hraček a jejich psychologickému posuzování. Pokrač. /Problems of toys and their psychological appraisal. Cont./

Hračka, 17, 1982, No.1, pp.8-9.
2 photographs, 6 refs.

The article consists of two parts. The first part contains a summary of some research surveys of toys oriented at research procedures and research aims. The second part of the article is formed by information about a planned research project with the aim to ascertain age adequacy of constructions toys - building sets. When planning the research project, the author had in mind theoretical data concerning the development of constructive play in preschool children, analysis of play activity made in the preparatory stage and conclusions of the research study of these toys. As an example, the whole range of functional possibilities of the Vesna building set is enumerated.

260. KINKOR, M.: K problematice hraček a jejich psychologickému posuzování. Dokonč. /Problems of toys and their psychological appraisal. Final part./
Hračka, 17,1982, No.2, pp.14-15.
2 photographs.

The author presents information on a research study concerned with three groups of problems: age adequacy of toy, the attractivity of toy and the effect of various presentations of the toy to the child on play quality. The method of natural experiment extended by observation of free play was used for the investigation of these problems. The investigation was made in a nursery school and it covered 24 children of average intellect that were divided into several groups according to three variables: age, sex and nature of instruction. Toys chosen for the experiment were three wooden building sets with increasing demands laid on the child, namely the Vesna building set, a furniture building set and a polytechnical building set. The research results brought the following conclusion: the age adequacy of toys used in the research investigation is three to five years for the Vesna building set, four to six years for the furniture building set and five to six years for the polytechnical building set. The investigators did not succeed in laying down indicators that would differentiate between the building sets used from the viewpoint of their attractiveness. The effect of handling the toys on changes in their choice was not significant statistically, only the qualitative analysis of verbal statements confirmed the hypothesis of the change of simple preference of colours in favour of the shape. It was ascertained in the investigation of an optimum presentation of the toy to the child that the adult's help could be considered as a contribution /as a rule, clear demonstration increased the number of elements used in higher stages of functional possibilities, especially in the case of younger children/. However, no explicit conclusion was drawn as the stimulative effect of the environment was different in the experimental situation and in free play.

261. KINKOR, M.: Nové metodické přístupy v psychologickém posuzování hraček. /New methodological approaches in psychological appraisal of toys./
Hračka, 17, 1982, No.4, pp.10-11.

The article informs about an experimental research survey of toys in conditions of two nursery schools /a Prague one and a rural one/ and children of ages between three and six. The processed experimental data lead to the conclusion that toys with drive and accessories increase the realistic impression /engine, driver, number, signs/, enable more variations of the activity due to the attractiveness of the toy. The toy becomes even more attractive when its elements /of a car, for example/ can be dismantled and assembled again. The above-mentioned experimental survey will become the starting point for further research study in the sphere of age adequacy of toys.

262. KOLEVA, M.: Igrata i igrachkata v uchenieto na Dzhon Lok. /Play and toy in the teaching of John Locke./

Preduchilishtno văzpitanie, 30, 1982, No.8, pp.23-25. 3 refs.

The article discusses the socialization function of play and toy. The author found points of contact between the views of John Locke and dialectic materialism with respect to these problems. However, she points out simultaneously the onesidedness of Locke's views, some antagonisms contained in them. She explains these antagonisms by the philosophical basis of his teaching.

263. Kolokvium k problematice tvorby hraček. /A colloquium on the problems of toy design./

Hračka, 17. 1982. No.2, p.11.

This is information about the prepared colloquium on the occasion of the 150th anniversary of the foundation of the first nursery school in Prague. The aim of the colloquium is exchange of practical experience in designing the basic play aids for nursery school children and for children with mental or physical defects.

264. LÍŠKOVÁ, A. - HRNÍČKO, V.: Lidové hračky a současnost. /Folk toys and the present./

Umění a řemesla, 1982. No.1, pp.21-26.
17 photographs.

The article is divided into three parts. The first part contains information about centres of traditional toy making in Bohemia and Moravia. It is stated here that the traditional sources of toy making participate, in a certain way, in the toy production of the Centre of Folk Arts and Crafts. The second part of the article is a comparison of the effect of folk toy in the traditional folklore climate and the functions this toy fulfils at present. The third part brings information about an exhibition called "Folk toys and the present" that made the public acquainted with a cross section through the production of the Centre. Over 300 objects were on display in the exhibition hall of the Central Bohemian Museum in Roztoky u Prahy in the year 1981.

265. MAŇÁKOVÁ, Z.: Dětský didaktický nábytek pro mateřské školy. /Didactic children's furniture for nursery schools./

Hračka, 17, 1982, No.1, pp.6-7.

This paper delivered at the 2nd symposium on toys in Semily brings information about equipping nursery school common rooms with furniture. The main attention is concentrated on the newly designed didactic children's furniture made by the Furniture Research and Development Institute in Brno. This furniture corresponds to the contemporary educational and didactic requirements of nursery schools. It brings an innovation of the hitherto produced types of kitchen and living room furniture. It enables setting up play corners, storage of small didactic aids and toys for subject-oriented play. Upholstered seats, chairs and tables serve the children for rest. Mutual combination of all elements enables various games. The cabinets enable children free choice of toys and aids. The individual elements can be shifted easily and this enables variations of space that may lead to other games and impressions.

266. MATHYS, F.K.: Spielzeug- und Dorfmuseum Riehen. /Toy and village museum in Riehen./

Der Schweizerische Kindergarten, 72, 1982, No.6, pp. 20-21.

1 photograph.

This is information about a toy museum that is located in an old patrician house in Basel. Collections comprise local toys as well as toys from all over Europe.

267. OPRAVILOVÁ, E.: Hračky včera a dnes. /Toys yesterday and today./

Hračka, 17, 1982, No.3, pp.1-2.

The article brings detailed information about the rich toy collection in Sonnenberg. The local toy museum was set up more than eignty years ago as a part of the regional industrial museum of Thuryngia. At present, this Sonnenberg museum is one of the most significant specialized museums in the German Democratic Republic, with its collections of historical toys from all over the world, toys from the G.D.R. as well as present-day toys from socialist countries. The museum was completely reconstructed and its collections were reinstalled in the years 1974 - 1977. Today's collections on display include the following sets: 1. History of technological toys, 2. The history of the doll and reflection of social conditions, 3. Children of toy makers in Sonnenberg around 1900 and at present.

268. OPRAVILOVÁ, E.: Výchovná funkce hračky. /The educational function of toys./

Hračka, 17, 1982, No.1, pp.4-5.

The author of the paper delivered at the 2nd symposium on toys held in Semily in the year 1981 reflects on the problems of the educational effect of toys. She is of the opinion that every toy should be considered from the viewpoint of activity and creativity, that means through children's eyes, and that it is necessary to ask the question what can be done with the toy, whether the child will be able to handle the toy and whether it will find the toy amusing, what the toy brings to the child and how it contributes to the cultivation of its artistic and aesthetic views. It is ideal to look at toys together with the children, to talk with them about the toys and to watch how the children approach the toys. The author draws the reader's attention to perfect miniatures of objects of present-day technology with perfect functioning, remote control and the like that - to a certain extent - force the children to conform to civilisation stereotypes. Such toys, usually mechanical ones, are no inspiration for the child - on the contrary, they become objects of passive consumption that may lead to worshipping of consumer goods. More from the material viewpoint does not mean more from the viewpoint of the development of the child's personality. In conclusion, the author stresses the aspect of the child's joy over a new toy. She states that the toy cannot be considered only as an educational and didactic tool and that in spite of all sophistication, perfection, stimulativeness and aesthetic quality, the toy will remain an object that brings the child joy and happiness of childhood.

269. PETROVA, E.: Igruchkata v zhivota na săvremennoto dete. /Toy in the life of today's child./

Preduchilishtno văspitanie, 30, 1982, No.1, pp.24-30.
2 photographs, 5 refs.

Toys accompany the child in its life, the child's personality cannot develop fully without them. Play as a purposeful activity determines what is required from the toy. The effect of the toy lies in its quality of developing the child's active attitude to the surrounding world, of making the child a participant in the surrounding environment with equal rights but under special conditions, in imagination. This fact influences also the requirements made on the present-day toy: it should be nice, suitable, it should not copy its model, it should develop the child's imagination and its constructive thinking etc.

270. Pojetí kreativní hračky ve státech západní Evropy a USA. /The conception of creative toys in the countries of Western Europe and in the U.S.A./

Hračka, 17, 1982, No.1, p.10.

The article brings an excerpt from the paper on toys and their creative function that was published in the magazine Das Spielzeug /No. 10, pp. 1350-1352/ published in West Germany. The paper presents the attitudes of professional public, especially in West Germany, to the problem of creative toy.

271. PRYAKHIN, V. - LOKUTSIYEVSKAYA, G.: *Institutu igrushki - 50 let.* /Fifty years of the Toy Institute./ Doshkolnoye vospitaniye, 1982, No.6, pp.93-96. 6 photographs.

The Scientific Research Institute for Toys was set up in Zagorsk in the year 1932. Its aim was to secure the necessary technological and economic basis for the production of toys, to develop new models of toys corresponding to the needs of communist education, to elaborate educational principles for toy design. The toy museum that was established in Moscow in the year 1919 was attached to the institute. Simultaneously, a secondary school of arts and crafts was set up at the institute to prepare future toy designers and technologists. Toy production was concentrated in Zagorsk even in the past but it was mostly on small scale. At present, the institute prepares progressive technologies and toy prototypes for toy manufacturers. The assortment of toys comprised 11 thousand kinds in the year 1975. The institute cooperates with the Preschool Education Scientific Research Institute of the Academy of Pedagogical Science of the U.S.S.R. The institute worked out a system of toys for very young children, didactic and sports toys for preschool children on the basis of present-day educational requirements. In the eleventh five-year plan, the institute prepares a set of toys developing children's creativity.

272. PRYAKHIN, V.: *Sozdaniye novykh igrushek dlya detey.*
/Designing new toys for children./
Doshkolnoye vospitaniye, 1982, No.9, pp.26-27.

Fifty years ago, the Scientific Research Institute for Toys was set up in Zagorsk. Its aim was to work out educational principles for toy design, to design new kinds of toys, to organise the toy manufacturing industry. In the course of its existence, the institute has educated a new type of creative artist for toy design. In the seventies, the scientific and research work of the institute was connected with the work of the Preschool Education Scientific and Research Institute of the U.S.S.R. The starting thesis for toy design were the latest findings of Soviet psychologists on the leading role of activity in the child's development. A whole set of toys has been designed for very young children. At present, stress is laid on technological toys. The assortment of metal building sets has been enlarged. A system of building sets has been developed for preschool children.

273. REDON, M.L.: Le jouet enfantin, quelques réflexions. /Some reflections on children's toys./
L'éducation enfantine. 1982, No.6, pp.25-27.
1 photograph.

The author reflects on the function of toy in the child's life. At first, he discusses the toy as a factor that supports the feeling of independence and the child's ability of self-control. Further, he criticises the present-day trend of toy miniaturisation. Finally, he deals with the new democratic ways of making toys accessible to children. He recommends the setting-up of public toy lending centres that would mean the solution of many problems for children, their parents and the society.

274. RUSÍNOVÁ, V.: Brno 1982. /Brno 1982./
Hračka, 17, 1982, No.2, pp.2-3.

This is information about the 13th international fair of consumer goods in Brno that provided an opportunity of getting acquainted with developmental trends in the sphere of domestic production of children's toys and games. For instance, the national enterprise Tofa Semily prepared a set of 43 new toys and games. The most interesting ones included classical chess, six kinds of building sets, a puppet theatre, a shop including toy goods, hollow blocks with pictures for young children, a magnetic mosaic, table games with wooden game boards, a newly designed building set for nursery schools, a screen for child care facilities and a group building set called We build towers. A positive feature of the exhibited set of toys was the effort to use new, more attractive packings.

275. Ruská lidová hračka. /The Russian folk toy./
Hračka, 17, 1982, No.3, p.16.
1 photograph.

This is information about an exhibition that took place in the House of Soviet Science and Culture in Prague. The exhibited toys represented a remarcable display of traditional wooden, clay, ceramic, paper and metal toys as well as an instructive survey of their present-day manufacturers.

276. ŠKOP, O.: Ohlédnutí za veletrhem hraček Norimberk ´82. /Looing back on the toy fair Nuremberg ´82./
Hračka, 17, 1982, No.2, pp.12-13.

This is an evaluation of the significant world exhibition of toys and hobby requisites where 1800 producers displayed their products. The basic feature of the present-day development is the crystallisation of two trends, namely a wide use of electronics and the return to classical materials, especially to wood and metal. The design of toys and hobby requisites reflects a return to the beginning of the century. In keeping with the renaissance of wooden toys, a number of new types of wooden building sets for preschool children appeared at the fair, besides classical types of building sets known for sixty years. It can be observed that wood wins over plastics even in the sphere of toys and games that had been considered until recently as suitable for the use of plastics, such as various puzzles and jigsaws.

277. ŠOLTÝSOVÁ, H.: Výchovné pomôcky v jasliach.... a kol.
/Educational aids in crèches. ... et al./
Predškolská výchova, 36, 1981/1982, No.11, pp.14-17.

The author reviews kinds of toys and the possibilities of their use in the intellect, music, art and physical education. She stresses the use of natural materials that also help to make the children acquainted with the nature.

278. URBAN, K.: Návrh nové stavebnice pro mateřské školy.
/The newly designed building set for nursery schools./
Hračka, 17, 1982, No.2, pp.16-17.
3 figs., 1 photograph.

The author of the article, a designer working in the development department of the national enterprise Hamiro Příbram describes what material and technical problems he had to solve when he tried to innovate the well-known and much-favoured "Polikarp's building set". This building set is a part of the basic equipment in nursery schools in Czechoslovakia and it is produced by the national enterprise Tofa Semily. The designer of the new building set got acquainted in detail with the views and experience of its users, namely nursery school teachers and preschool children. He also consulted specialists from the sphere of production, trade and from the national enterprise Komenium. The new building set, without a name so far, has been brought into the world. Further steps will lead to series production.

279. VAVRUŠKA, V.: *Vladimír Leština.*
Československý loutkář, 32, 1982, No.7, pp.144, 158.
10 photggraphs.

This is to commemorate the artist Vladimír Leština on the occasion of his 60th birthday. Vladimír Leština devoted his whole life to designing puppet sets and puppets for nursery schools, toys and didactic aids. Nursery schools use his flat disk puppets, Java rod puppets, sets of animal masks for children's dramatic plays and a set of didactic toys for preschool children.

289. Výroba hraček v SSSR. /Toy production in the. U.S.S.R./
Hračka, 17, 1982, No.4, p.18.

This is information about the volume of toy production in the Soviet Union. It is 1300 million roubles at present, which represents 18.5 roubles per each child. Approximately 100 kinds of toys are designed and introduced into the production programmes every year and their whole assortment comprises 11 thousand kinds. The article also mentions the most important requirements for the quality of toys, as they were expressed by Soviet scientists: a/ the toy should contribute to communist education of the child; b/ it should enable the child's all-round development; c/ it should be solid, safe, with moderate price; d/ it should be suited for play, i.e. it should have a functional form. Modern toys are designed with the aim of educating correctly the child as a harmonious, versatilely developed personality, with respect to the forms of education in the family and in the collective, to the national tradition and specific features of the respective age group.

6. PRESCHOOL INSTRUCTION

6.1 Learning and other psychological aspects

281. BALEY, S.: Nawyki i ich kształcenie. Psychiczna struktura nawyków. /Habits and their formation. Psychical structure of habits./

Wychowanie w przedszkolu, 35, 1982, No.7/8, pp.362-366.

The article, which was published originally in the year 1949, is reprinted to commemorate the work of the Polish psychologist Stefan Baley on the 30th anniversary of his death. /A commemorative article evaluating his work is published on pp. 358 - 361 of the same issue./

282. BASTIEN, C.: Stratégies de résolution de problèmes de classification multiplicative. /Strategies of solving problems of multiple classification./ ... et al.

Enfance, 1982, No.1/2, pp.9-21.

The research survey covering sixty children between the ages of four and seven investigates strategies of solving problems of multiple classification. It brings the results of two series of experiments. In the first one, the children supplemented a table with figures of various shapes and colours. The second one was concerned with the classification of given objects - numbers. The results show that, with increasing age, the children use more diversified strategies for solving problems.

283. BĚLINOVÁ, L.: K učení v mateřské škole. /On instruction in nursery school./

Predškolská výchova, 37, 1982/1983. No.2, pp.1-4.
2 refs.

Instruction in nursery school has its specific nature. Its aim is to give basic true knowledge of the reality surrounding the child, to develop and reinforce its various skills and habits, to develop its attitudes and relationships. Learning is primarily development and improvement of the cognitive processes and abilities of the child, of its creative thinking, prompt expression of thoughts and its active effort to recognize and solve problems. The child's interest is of decisive importance for learning at preschool age. Since the age of three years the child passes through a period when it learns to accept the programme of an adult and this means that it is necessary to evoke the child's interest in the programme and to adjust it to the child's abilities and thinking. In its development, the child passes through various stages of development of specific abilities. This means that it is necessary to adjust the contents of instruction to the child's abilities developing in the respective period. Instruction in nursery school is spread into the day-long educational treatment of the child. The teacher must be flexible in choosing the tasks, without being limited by the timetable of tasks in the programme. These specific requirements tax the teacher considerably.

284. BLAŽEK, B.: Učení nemusí být mučení. /Learning need not be painful./

Děti a my, 12, 1982, No.1, pp.14-16.
2 photographs.

The author characterises incidental learning. American psychologists explained man as a being that reacts to external stimuli in certain recognisable ways. Behaviorist knowledge is summed up in the so called law of effect saying that an animal learns those activities that satisfy it /experiments with rats/. E.C. Tolman threw doubt on the general validity of the law of effect and on the claimed universal ability to explain the course of learning /in an experiment with a rat in a labyrinth, the rat was not motivated at all, it could wander aimlessly through the labyrinth and it found the correct way to food in the first attempt/. Tolman called this phenomenon latent learning. It was found out gradually that there are many situations when animals and people alike learn without having any special motive for it. This process is called incidental learning. Incidental learning is based on the premise that people have more or less intricate mental structures in their inward nature and that they store their experiences in these structures continuously. Incidental learning is not possible in a being reacting only to external stimuli, it is based on the conception of an organism that investigates its surroundings with more or less activity and that develops the need of knowledge not for the sake of something else but also for the sake of knowledge itself and for the delight over knowledge for the sake of knowledge. Intentional learning prevails in most schools nowadays. Incidental learning prevailed in all traditional civilisations. Věra Hrdličková describes the training of a Japanese craftsman. The phase of learning through observation is called minarai /meaning the one that learns through observation/. The education of a young child is a form of incidental learning, it is learning based on play, loving relationship, respect for natural authority and unconscious imitation.

The neopositivists were in the philosophy of science an analogy of behaviorists in psychology, akin to them. According to the neopositivists, the basis of science are strictly controlled experiments and strictly logical theories. They consider personal experience and personal contacts as something in addition and their ideal is an automaton for discoveries. According to Ryle, there are two kinds of knowledge and the difference is that the know-how is learned easier through practice whereas to know something need not mean that one also knows how. Polanyi speaks of tacit knowledge that every scientist uses in the selection of his aims and methods and in the interpretation of the found results. Holton distinguishes between public knowledge in discussions among scientists and private knowledge serving as a source of creative ideas. Checkland stresses that the most important set of knowledge and experience of an expert is the craft. The reformer movement opposing behaviorism was founded by Paul Goodman in America. Goodman founded his own school where a teacher has seven pupils. According to him, students should go to university after they start to work. The community is an ideal educational environment. The aim of education should be to develop the child into a creative person eager to learn. The child should learn through observation and joint activities with its parents and later with other people. The child should experience at first what a cow looks like, how hay is made, how clocks are mended and only then it should learn what science can say about it.

285. CHARMEUX, E.: Feu vert ... Feu rouge. /Green and red fire./

L´école maternelle belge, 1981/1982, No.2, pp.75-81.

The article summarizes the main ideas contained in the newly published book of the same title that was written by the nursery school inspector A. Druart and the primary school teacher F. de Vadder and published in Brussels /Labor publishing house/. In Belgium, reading and writing is taught already in nursery schools although it is not laid down in official documents. The article deals with the preparatory stage of these activities that includes play elements. The author stresses the necessity to create in the nursery school an atmosphere stimulating the child to learning. She deals with the organisation of the educational process in nursery school classrooms.

286. EVERETT-TURNER, L.: Gifted children in Alberta: Are they reaching their potential ?

Early Childhood Education, 15, 1982, No.2, pp.4-6.
12 refs.

Referring to a number of research studies, the author shows that whereas considerable attention is paid to the development of retarded children and those with a lower IQ, gifted children get little attention. This is why these gifted children stay actually behind their possibilities. The author recommends that school programmes should include more demanding ways of work that would guarantee adequate development of talented children.

287. KAPICA, G.: Uzupełnianka sylabowa. /A syllable supplementation game./

Wychowanie w przedszkolu, 35, 1982, No.3, pp.177-181.
4 figs.

The author suggests a "syllable supplementation game" for cutting out that combines pictures of objects with their denotations by incomplete words - the children supplement the missing syllables. The game is designed to train the abilities necessary for learning to read.

288. KARWOWSKA-STRUCZYK, M.: Niektóre czynniki psychopedagogiczne uczenia sie twórczego. /Some psychopedagogical factors of creative learning./

Wychowanie w przedszkolu, 35, 1982, No.3, pp.152-157.
6 refs.

The author divides these factors into inner ones /depending on the child's qualities/ and outer ones /including verbal and non-verbal child-teacher interaction/. The main attention is paid to the other group, with the aim of showing the possibilities of increasing substantially the effect by the teacher's constant attention to the development of the child's ability of creative learning.

289. NIELSEN, B.P.: Flight into fantasy.

Early Childhood Education, 15, 1982, No.1, pp.15-19.
22 refs.

Learning, as individual acquisition of experience, may occur either at the logically rational level or at the creatively intuitive level. Referring to research studies conducted lately, the author explains that it has been found out that creative and intuitive behaviour and imagination are localized in the right-hand cerebral hemisphere and she proves that the development of imagination is equally important for the overall development of knowledge as logical knowledge. Imagination is important for many spheres of cognition as well as for the individual's personality development. One of the possibilities of helping to develop these qualities is the use of fiction in education. Referring to well-known authors /Bettelheim/, she shows that fairy tales represent a very significant source for the development of creative phantasy.

290. PAVLÁČKOVÁ, N.: Problematika plánování výchovné práce. /Problems of planning the educational work./ Predškolská výchova, 36, 1981/1982, No.8, pp.4-6. 16 refs.

Educational work should be planned with a view to the specific nature of a preschool child's learning. Learning gives the child a set of locomotive and intellectual skills, knowledge of the world of nature and society, the child acquires social standards and desirable social behaviour, learns to use the acquired knowledge, skills and intellectual abilities in a way adequate to the respective situations. In this process, the nursery school applies a specific form of controlled learning - occupations. The planning of educational work should include recollection of previous experience in the preparatory stage of learning; motivation alone is not sufficient. The fixation stage of learning should include repetition, exercise and the use in practical life or in play. A preschool child has its own effective ways of learning. They include imitation and self-education through observation, experimenting and investigation. These cognitive activities should be utilised in a suitable way and enough space should be reserved for them in the course of the day. Another form is incidental instruction in the nursery school and in the family. The teacher should think over when, where and in what forms the children will acquire, intensify and reinforce the selected knowledge laid down in the curriculum. One of the prerequisites for a successful planning of educational work is a suitable combination and utilisation of all forms of learning, a flexible application of didactic functions.

291. PRUS-WISNIEWSKA, H.: Rozwiazujemy rebusy. /Solving puzzles./

Wychowanie w przedszkolu, 35, 1982, No.4/5, pp. 239-242.

8 figs.

The solution of puzzles combining letters and pictures /or whole syllables and pictures/ in a group of six-year-old children helps to develop the reading ability.

292. VERMEIL, G.: Apprentissages et stimulations. /Learning and stimulation./

L'éducation enfantine, 1982, No.2, pp.24-25.
1 photograph.

In his article the author, who is a pediatrician, points out the incorrect and confused use of the conceptions of learning and stimulation and explains the difference between the two conceptions. Stimulation precedes what the child is to do, e.g. the child learns to walk more quickly and better if stimulated to walk, in accordance with its possibilities. Learning is the beginning of a certain technique or knowledge that the child does not receive spontaneously, that requires certain effort and is sometimes connected even with mild coercion. The author concludes his brief contemplation with an appeal to adults - before they start to educate children, they should educate themselves and learn to use exact expressions.

6.2 Didactic aspects

293. HERTER, D.: Entdeckendes Lernen am Beispiel Wasser. /Learning through discoveries with water./

Der Schweizerische Kindergarten, 72, 1982, No.5, pp. 4-6.
1 photograph, 4 figs.

This is an example of how the teacher made use of the children's liking for play with water to develop their knowledge. She divided the work into three phases: 1. Experiencing. The children were given vessels with water and various objects. The children amused themselves by immersing the objects, letting them float and the like. 2. Investigating. The children got the task to find out which objects floated and which sank to the bottom. 3. Cognition and verbal expression. The children communicated their experience and classified objects into a group of those that float and another group of those that do not.

294. KAKACHEVA, T. - DERNEVA, M.: Didaktichnite igri - sredstvo za optimisirane na uchebniya protsesa. /Didactic games - means of optimalising the teaching process./

Preduchilishtno văspitanie, 30, 1982, No.4, pp.34-37.
3 refs.

Didactic games play an important role in children's lives. They give the children the possibility to accept actively various pieces of information of cognitive nature. They include various verbal games, object games, locomotive games, music games and the like. The authors describe various didactic games that nursery school teachers could use in their work and they give a number of methodological instructions. They also deal with the problem of effectivity of various games in the educational process.

6.3 Preparation for school

295. **ALBRECHT, D.:** Are they ready ?

Early Childhood Education, 15, 1982, No.2, pp.17-25.
5 refs.

The study deals with problems of the child's readiness for school. The author summarises standpoints to children's readiness for school and gives criteria for the evaluation of the physical, social, emotional and intellectual readiness found in contemporary sources. The concluding part of the study is devoted to a research survey that was conducted in Alberta in the years 1980 and 1981. The survey covered 200 pupils of grades two, six, eight and ten. It was found out that pupils that started to attend school before they reached the age of six years met with various problems and difficulties in the course of school attendance much more frequently than pupils that went to school since the age of six. /It is possible in Alberta to go to school at five or at six./ The author is of the opinion that it is not necessary to hurry and send the child to school earlier and he considers the limit of six years as acceptable. He also points out that school success is naturally influenced by the previous preparation and cooperation with the family as well as by the programme and mode of school work.

296. ASZYK, K. - DUNIN-WĄSOWICZ: Dziecko przed wstąpieniem do szkoły./ The child before school entry./

Wychowanie w przedszkolu, 35, 1982, No.1, pp.5-10.
1 photograph, 12 refs.

The authors analyse consequences of the conception adopted as part of the school reform in Poland for the acceptance of six-year-olds to school: increased demands on children, more stress on the development of their possibilities at preschool age in nursery schools /preparation for school instruction/ and a better organisation of work and activities in the first grades with the aim of mastering the subject matter.

297. BOZHANOV, A.: Prouchvane na nervno-psikhichnoto zdrave na shestgodishnite părvoklasniki. /The nervous and psychical health of six-year-old pupils of grade one./

Nachalno obuchenie, 22, 1982, No.12, pp.25-29.
1 table, 8 refs.

The author presents the results of a three-year research survey that he conducted in connection with the introduction of compulsory school attendance since the age of six in Bulgaria. He concentrated on various nervous and psychic disorders and diseases in children, such as neuroses, neurotic reactions, psychic conditions etc. in the course of the whole first school year. The author gives valuable advice and recommendations for practice on the basis of the research survey results.

298. CACKOWSKA, M.: *Przygotowanie dzieci szescioletnich do nauki czytania i pisania.* /Preparation of six-year-old children for learning to read and to write./

Wychowanie w przedszkolu, 35, 1982, No.3, pp.143-151.
11 refs.

The author summarizes results of psychological research studies concerned with the nature of analytically synthetical operations that the child must perform in the course of reading and writing and presents a series of exercise developing children's abilities in three directions: analysis and synthesis of expressions, analysis and synthesis of syllables of expressions and analysis and synthesis of vowels of expressions.

299. TŞEKHANSKAYA, L.: *U poroga pervogo klassa.* /On the threshold of grade one./

Semya i shkola, 1982, No.3, pp.33-34.

The child's readiness for school includes usually psychological readiness and special preparation for learning. The article deals primarily with psychological readiness. The first prerequisite is the child's wish to go to school. It depends on adults what kind of information the future school child gets from them about school. The child should feel that its family takes a serious attitude to the child's future duties and that the family expects the child to take a responsible attitude to these duties, that the family believes in the child's abilities and is willing to help. Another prerequisite of the child's readiness for school is the ability to control one's behaviour. The child should acquire cultural behaviour and the habits of self-service. The child's readiness in the sphere of intellectual development represents sufficient knowledge of the surrounding world, natural and social phenomena and the like. It is important to develop the child's inquisitiveness and cognitive activity. Other important activities of the child include play, drawing, building, adequate work.

300. CLEAVE, S.: Continuity from preschool to infant school. Educational Research, 24, 1982, No.3, pp.163-173. 3 refs.

The author presents the results of a research study concerned with the education of children between the ages of 3 and 8 and conducted by a group of researchers of the British N.F.E.R. in the period 1977 - 1980. The study included all types of preschool care with stress on the similarities and dissimilarities in methods and environment between preschool and school institutions. The research study has shown with what difficulty the child must adapt itself after each transition from one type to another and it has outlined possibilities of facilitating these transitions for the children.

301. GUION, J.: L' École maternelle et préparation a la lecture. /Nursery school and preparation for school./
L'éducation enfantine, 1982, No.8, pp.8-11.
2 photographs.

This is one of a series of articles in this issue concerned with teaching nursery school children to read. The author is of the opinion that the teacher's work may help to prevent some disorders occurring later right from the first stages of mastering the reading. This is made possible by the use of special exercise concentrated on visual and auditory perception and the ability to differentiate, on visual and auditory memory, on speech and the development of the habit of using the direction from the left to the right that is required both for reading and for writing.

302. HILLERICH, R.L.: Reading readiness for the "unready".
Early Childhood Education, 15, 1982, No.1, pp.3-9.
3 refs.

The author stresses the necessity of the child's reading readiness that may be achieved within the programme of language education in the nursery school. He enumerates the basic spheres of language preparation /auditory analysis, pronunciation, expression, categorisation, differentiation of meanings and development of the ability to use the language as a means of expression/ and the respective activities that the children may perform in the form of play in the nursery school. The methodology of this language education corresponds to the spirit of the English language but, nevertheless, some of the procedures are of a more general nature and can be used for developing the reading readiness in other languages, too.

303. HÖFER, R.: *Il test di maturita scolastica nell' esperienza di R. Jäger e di F. Lunetta.* /The school readiness test in the experience of R. Jäger and F. Lunetta./

Scuola materna, 69, 1981/1982, No.17, pp.1142-1144.

This is a comparison of two tests, namely the so called Mannheim Schuleingangsdiagnostikum /MSD/ - published by the Beltz publishing house in Mannheim in the year 1976 - and the Lunetta test published in Salerno, Sicily, that is an attempt to eliminate some shortcomings of the Mannheim test.

304. CHOVANEC, K.: K některým otázkám školní zralosti. /On some problems of school readiness./

Komenský, 106, 1981/1982, No.8, pp.458-460.

The author presents results of a survey of the mental level of children from primary school grade one, their overall readiness for school work, the level of their social feeling, suggestibility, verbal expression, acquired social and hygienic habits and physical mobility in connection with the share of nursery school.

305. JIRÁSEK, J.: Vytvářet psychickou odolnost. /Developing mental resistance./

Děti a my, 12, 1982, No.3, p.16.
2 photographs.

The article discusses the influence of knowledge explosion on the child's mental development. Being informed and understanding the principles of everything that we are surrounded and equipped with represents a binding standard in the coexistence of adults and children. Modern psychology of learning concentrates more and more on seeking and developing ways of possibly most effective motivation. Another means of help in the fulfilling of higher school demands is protection of the child against unnecessary frustrations. It is necessary to avoid vagueness /the child does not know what is expected from him or her or what he or she does well or badly/. A negative consequence of such educational treatment is insufficient self-confidence and inability of orientation in task situations. This also contributes to deteriorated neuropsychic stability. Similar effects are caused by inadequate school requirements with respect to the class average, lack of discrimination and excessive ambitions of the parents. It is necessary to adhere to the principle of consequentiality and consistence, deviation from this principle leads to vagueness. It is necessary to proceed from care to self-control, to gradual independence /the school child beginning to attend grade one must feel that he or she cannot be protected against everything that is difficult and unpleasant/. Help in the acquisition of psychic power of resistance means help in estimating correctly the situation and the relation between the demands and the child's ability to meet these demands. Learning to resist psychically means learning to observe attentively and to think, learning to want and try hard to overcome fatigue, not to give in to changing moods and meticulous care. Good examples are the most effective educational means.

306. LISITSYN, V.: Uchatsya shestiletki. /Six-year-olds learn./

Semya i shkola, 1982, No.1, pp.17-19.
8 photographs.

Six-year-old children from the Latvian Soviet Socialist Republic met in groups on Saturdays to get ready for school instruction. The scientific research institute of education worked out instructions for the organization of transfer classes, curricula and the respective methodological instructions to facilitate the planned transition to school attendance since the age of six. The curricula provide sufficient scope for aesthetic education, play and children's outdoor stay.

307. LYUBLINSKAYA, A.: Eshche ras o preyemstvennosti v rabote detskogo sada i shkoly. /Once more on continuity of preschool and school education./

Doshkolnoye vospitaniye, 1982, No.8, pp.32-34.

Professional literature usually deals with the continuity of preschool and school education from the viewpoint of knowledge and habits that the child is to acquire in the nursery school so as to enable the school to continue. The preparation of children for school should also include the formation of qualities that help the future school child not only to learn but also to live in the new environment, to enter into relations with the classmates and the teacher, to submit to discipline. These qualities also include inquisitiveness, activity, independence, ability to control oneself and to correct one's conduct. The child should not only know what is correct, it should act accordingly.

308. LUNETTA, F.: Verifica e promozione della maturita scolastica nella fase iniziale della scolarizzazione. /Testing and developing school readiness in the initial phase of school education./

Scuola materna, 69, 1981/1982, No.17, pp.1097-1102.

This is a reprint of the article published originally in 1981 in the professional magazine "Quaderni della catedra di Psicologia dell' età evolutiva" edited by the Instituto Universitaria di Magistero di Catania. It discusses the way in which the "school readiness test" has been worked out /the test is described in detail on pp. 1103-1142 of the same issue/. The test is based on similar principles as the West German test worked out by Professor Jäger's group /Frankfurt and Mannheim - the so called Mannheim Schuleingangs-Diagnostikum = MSD/.

309. LUNETTA, F. - SALERNO, C.: Test di maturita scolastica. /School readiness test./

Scuola materna, 69, 1981/1982, No.17, pp.1103-1142.
25 figs. and charts.

This is a detailed description of the test. The test consists of a series of operations performed individually and in groups /in all, 21 items divided into three sections/. This information is supplemented with data on the required materials, test aims and ways of its application.

310. MACHCHIETTI, S.S.: Quale preparazione alla frequenza della scuola dell´obligo ? /How to prepare the child for compulsory school attendance ?/

Scuola materna, 69, 1981/1982, No.16, pp.1036-1037.
1 photograph, 4 refs.

The author of a book describing Rosa Agazzi´s method and its application at the present time /1981/ states that there is a discrepancy between nursery school in Rosa Agazzi´s conception and today´s school reforms that lay stress on preparation for school in nursery school and consider nursery school as the lowest division of primary school. She draws the readers´ attention to the danger of utilitarian, technical conception of the "preparation for school" and she quotes and expounds some ideas of R. Agazzi and M. Montessori concerning the child´s "school readiness", which is characterised by a complex of relations /in play and at work/ that the child is able to establish, its motor and intellectual abilities.

311. Nursery school under a magnifying glass.

Rodina a škola, 24, 1982, No.6, p.3.

This is a discussion of two school inspectors and a nursery school headmistress on the preparation of preschool children for school entry. Proceeding from their personal experience, the participants reach the conclusion that the new programme of educational work is a prerequisite of really good preparation of the children for school work. The aim of nursery school is not the mode and style of work of primary school. The teachers must choose suitable forms and methods of work, transforming thus the whole educational process into an organised, systematic and fruitful game that is most natural for children of preschool age. The strengthening of the educational function of the nursery school is not sufficient by itself for providing all children with the required knowledge, skills and habits. This is why the teachers try and use various forms /talks, seminars, counselling and the like/ of establishing cooperation with the parents with the aim of concerted educational treatment.

312. MISSON, J.: De l'importance de l'aptitude corporelle dans la scolarisation traditionelle. /On the importance of physical aptitude for traditional school instruction./

L'école maternelle belge,1982/1983, No.1, pp.1-6.

The article of the physician devoting himself to handicapped children brings a contemplation of the preparation of children for school attendance. The author criticizes the contemporary situation in which the children go through preliminary preparation for reading and writing and the like but they are not prepared sufficiently from the physical and motor viewpoint. This preparation - besides the hitherto provided gestural education and the development of rough and fine motor movements - should include the realisation of one's own body and its autonomy, the development of the basic locomotive abilities, balance and breathing exercise, development of visual and auditory abilities, rhythmic education and the like. An all-round development of the physical abilities will make it possible for the child to master well new demands made by the school and the future profession and will thus contribute to the child's happiness in life.

313. MONATOVÁ, L. - JAKUBCOVÁ, H.: Raná diagnósa nesnází počátečního čtení a psaní. /Early diagnosing of initial reading and writing difficulties./

Predškolská výchova, 36, 1981/1982, No.9, pp.14-15.
6 refs.

The article brings information about a research study investigating the level of differentiating abilities of nursery school children and using H. Breuer's method modified for Czech children. The study included five tasks aimed at optical, phonemic, kinesthetic, melodic and rhythmic differentiation. The study covered 59 children attending two nursery schools; their age varied between 5.4 and 6.2 years. Results of each child in the five tasks enumerated above were evaluated at the beginning of the school year by means of an entry diagnosis and at the end of the school year again by means of a control diagnosis. The results of the entry diagnosis made it possible to assess the level of each child and to determine the method of work and individual treatment especially in the intellect, language and music education. The individual tasks were based on the Programme of educational work. They were prepared in a way bringing the children joy and they were not time-consuming. Less than half of the children fulfilled the tasks in the entry diagnosis and this meant that the tasks were difficult for some of the children. The control diagnosis showed a marked improvement in all spheres. Phonemic differentiation was surprisingly successful /94.9% of correct answers/. It can be deduced that the teachers paid extraordinary attention to it. Besides, play activities in this sphere were probably most attractive for the children and had an optimum form. An analysis has shown that the Programme provides sufficient opportunities for the development of sensomotoric differentiation and is in full keeping with the needs of the children's optimum development. The main requirement of the preparation for school instruction is respect for the children's age and individual peculiarities, for the leading role of play, individual activity and spontaneity of children and differentiation between forms, methods and means used in the work in nursery school and those used in school instruction.

314. OCHANOVÁ, J.: Čtvrtá porada mezinárodní rady expertů k otázkám počátečního vyučování. /The fourth session of the international council of experts on problems of initial instruction./

Komenský, 106, 1981/1982, No.8, pp.497-498.

The fourth session of the international council of experts on problems of initial instruction that took place in Warsaw on 26th - 30th October, 1981 was attended by representatives of Poland, Bulgaria, Hungary, the German Democratic Republic, the Soviet Union and Czechoslovakia. The session was concerned with problems of continuity between preschool and school education. The discussion concentrated on problems of the child's adaptation in the school collective.

315. OCHANOVÁ, J.: K problematice řízení 1. stupně základní školy. /On problems of control of the lower division of primary school./

Komenský, 106, 1981/1982, No.10, pp.585-587.

Attention is given to continuity of the Programme of educational work in crèches and nursery schools and to the cooperation between primary school headmasters and the headmistresses of nursery schools from where children go to grade one of the respective school.

316. OSTATNÍK, M.: K otázke obsahovej nadväznosti školy 1. stupňa na školu materskú. /On the problem of subject continuity between nursery school and primary school./

Komenský, 107, 1982/1983, No.1, pp.11-14.

This is an analysis of subject continuity between the first two elements of the system of education. The aims of preschool education are expounded and the orientation of nursery school is discussed in relation to primary school.

317. PASHUTINA, M.V.: Preemstvennost v rabote detskogo sada i shkoly. /Continuity of work between nursery school and school./

Nachalnaya shkola, 1982, No.1, pp.17-19.

The author describes experience with the cooperation between nursery school and school. Pupils of grade three know that next year they will be leaders of grade one pupils. This is why they visit the nursery school, get acquainted with the children, make toys for them, help with the work in the garden. Primary school teachers also visit the nursery school to get acquainted with their future pupils, they tell the parents how to prepare their children for school. Nursery school children are invited to visit the school. A short concert is prepared for them, they get presents that the school children have prepared for them in handicraft lessons.

318. RADZISZEWSKA, W.: Przejawy społecznego zachowania dzieci wstepujacych do szkoły. /Manifestations of social behaviour of grade one children./

Wychowanie w przedszkolu, 35, 1982, No.7/8, pp. 355-357.

A research study conducted in the year 1979 compared attitudes and behaviour of grade one children according to the type of preschool education that preceded and in relation to the following problems:
1. attitude to tasks set by the teacher; 2. independence; 3. cooperation with other children in the group.

319. SIVÁKOVÁ, H.: Príprava dieťaťa na vstup do základnej školy. /Preparation of the child for primary school attendance./

Predškolská výchova, 37, 1982/1983, No.2, pp.19-21.

The author, who is a teacher, describes forms of cooperation that help to develop a positive attitude to school. These include mutual visits, participation in joint celebrations, preparation of presents for teachers and the like. The plan of cooperation includes also the participation of nursery school teachers in meetings of the school's methodological associations. The teachers may exchange their experience in educational work and get information on school attainment of children that came from their nursery school.

320. SMIRNOVA, E.: O podgotovke doshkolnikov k shkole.
/Preparation of preschool children for school./
Doshkolnoye vospitaniye, 1982, No.10, pp.49-51.

It often happens that children that are developed intellectually and look forward to school are not successful in learning. They are not able to concentrate, do not grasp tasks assigned to them, ignore what the teacher says. A preschool child is interested in new things and phenomena and these distract the child's attention from instructions given by an adult. This receptivity and emotionality plays a positive role in the child's development but it becomes an obstacle when the child turns into a pupil. The child can react correctly to school instruction only when he or she is able to master the extrasituational form of contact with adults. An indicator of this form of contact are cognitive questions that the child asks the adult /what a tree grows from ?/. Questions of this kind show that the child has interests that exceed concrete situations in its surroundings. Children between the ages of three and five were given special occupations with the aim of developing the children's extrasituational personal contacts with adults. The best results were achieved when stories were read to the children and the stories were discussed with them. The adults tried to make children talk of various human qualities /courage, kindness/ in relation to individual persons. They tried to distract the children's interests from the concrete situation in their surroundings and to make them concentrate on what the adults say to them. The children were rather reluctant to participate in the discussion in the first occupations and they tried to leave. After about fifteen occupations, the children were willing to participate in extrasituational discussions with an adult, they talked of events from their own lives and the like. This ability manifested itself in a positive way in school instruction. The children's attention was not distracted, they grasped the task and accepted it and tried to fulfil it completely. The adult was in the role of a teacher and they felt like pupils.

321. VICIĆ, M.: Upis djece s teškoćama u razvoju i provodenje pedagoške opservacije. /Registration of children with difficulties in development and educational observation./

Pedagoški rad, 37, 1982, No.1-2, pp.56-61.
10 refs.

The new Yugoslav act on upbringing and basic education that came into force in the year 1980 envisages that most children with developmental difficulties will be mainstreamed, i. e. they will be included in the normal process of education. This is why the school must create specific conditions for these children, starting with their registration for grade one. The author deals with some specific approaches of the teacher and the school to these children in the course of instruction.

322. VORONSKAYA, T.P.: Preyemstvennost v rabote detskogo sada i shkoly. /Continuity in the work of nursery school and school./

Nachalnaya shkola, 1982, No.11, pp.47-49.

This is the description of experience from the Leningrad district of Moscow. The district department of education has set up a council for problems of continuity in the work of nursery school and primary school. The council's task is to coordinate the activities of educational workers in preschool facilities and schools in the preparation of children for school and to secure continuity in education. The council prepares yearly plans of activities securing primarily methodological help to all categories of preschool facilities and to primary school teachers. Further, the council helps the district department of education in seeking the best experience and in supervision. School and preschool facilities devote jointly considerable effort to problems of preparation of the children for school and to further improvement of methodological procedures in occupations and in lessons. The school pays special attention to six-year-old children that have not attended nursery school. Special occupations that the school organises for these children in keeping with instructions issued by the ministry of education since March each year are led by the future grade one teachers.

323. ŽIŽKOVÁ, R.: Vychovat srdcem i vůlí. /Educating with the heart and with will./

Predškolská výchova, 37, 1982/1983, No.2, pp.16-18.

The headmistress of an experimental nursery school describes her experience. She guides the teachers to the formation and development of the child's psychic peculiarities that characterise the level of development in the respective age period and prepare the transition to a higher level of psychic development. An important role in the process of the child's socialization is played by love to children that the teacher shows openly, by the example set by adults and cooperation with the parents based on confidence and positive relations between the school and the family. Art education means are used with preference for the activation of thinking and speech. Grade one teachers evaluate positively the children's readiness to fulfil new tasks, their interest in learning, independence, activity, mastering of adequate intellectual, work, cultural and social habits.

6.4 Teaching aids and technical teaching equipment

324. BROWN, M.E.: The teacher's third ear.

Early Childhood Education, 15, 1982, No.2, pp.7-10.

The author draws attention to the possibility of use of tape recordings in the observation of children in natural play situations. She describes conditions in which the recordings may be made - kind of activity, location of the tape recorder and the like. She uses the example of two recordings of talks between two six-year-old girls made in the course of six months to show what valuable materials the recording provides for the knowledge of the child and its social links. The accuracy and objectivity of observation is thus increased considerably.

325. KUPCOVÁ, R.: Naše Sluníčko. /Our Sluníčko magazine./ Předškolní výchova, 37, 1982/1983, No.1, pp.26-27.

The Sluníčko magazine is taken in by 2,318 nursery school children from the district of Uherské Hradiště. The magazine is used in the occupations of older children. The children like best the work sheets. They tear them out themselves, paste them on cardboard and cut them out according to instructions. They like to work with aids that they make themselves. They also like traffic competitions that they solve independently. These activities are carried out by the children individually or in smaller groups.

326. LIKHOLETOVA, V.: Kabinet metodiki razvitiya rechi. /The preparation room for speech development methodology./

Doshkolnoye vospitaniye, 1982, No.5, pp. 52-55.

The preparation room for speech development set up at the teacher training school helps to improve instruction in this sphere of educational work both in theoretical instruction and in demonstrations of occupations with children. Documents showing the best experience in teaching this subject and in nursery school practice are collected here. The materials kept here include sets of pictures, photographs, reproductions of works of art, methodological materials needed for lessons /envelopes with materials concerning various topics/, instructions, methodological recommendations for the teachers concerning the separate parts of the curricula, books /textbooks, handbooks, periodicals/, audiovisual aids, toys, various types of theatre, sets of photographs and colour slides.

327. MATĚJŮ, V.: Využívání časopisu Sluníčko. /The use of the Sluníčko magazine./

Predškolská výchova, 37, 1982/1983, No.1, pp.24-25.
1 figure.

The nursery school takes in 35 copies of the Sluníčko magazine, the subscription fee is paid by the P.T.A. The teachers cut out illustrated rhymes, songs, fairy tales, topics for art and work education, didactic games, paste them on cardboard and file them in folders. They use these materials later in their work with the children. They have thus set up a well-equipped methodological prep room where they have many multipurpose aids for the individual spheres of educational work. When the magazine brings an interesting suggestion for making a toy or an aid, the parents are asked to make it with the children. Thus the magazine is used for strengthening the cooperation between the school and the family.

328. SMÝKAL, J.: Speciální učební pomůcky na mateřské škole pro nevidomé. /Special teaching aids at the nursery school for blind children./

Otázky defektologie, 24, 1981/1982, No.6, pp.233-238.
1 fig., 5 photographs.

A set of plates for inserting models of basic geometrical shapes has been developed at the special nursery school for blind children in Brno. The children insert square, oblong and pentagonal shapes into the respective holes. Contrary to similar aids available on the market, the individual shapes can be distinguished by touch even after they have been inserted into the holes.

329. SMÝKAL, J.: Speciální učební pomůcky na mateřské škole pro nevidomé. Kniha - čtení obrázků. /Special teaching aids at the nursery school for blind children. Books - reading pictures./

Otázky defektologie, 25, 1982/1983, No.4, pp.149-153.
4 figs.

The author describes a newly designed special set of pictures with increasing abstraction from reality that helps to discover the physiological regularities of haptic knowledge.

330. SOJKOVÁ, J.: Seznamování s přírodou. /Getting acquainted with the nature./

Predškolská výchova, 36, 1981/1982, No.10, pp.20-23.
14 figs.

This is a description of varied use of pictures showing plants and animals in children´s play and in fulfilling the tasks in the individual spheres of educational work.

331. STŘELÁK, M.: Dětské hudební nástroje. /Children´s musical instruments./

Estetická výchova, 23, 1982/1983, No.1, pp.10-11.
1 photograph, 1 table.

The suggested names of children´s rhythmical and melodic musical instruments, their abbreviations and pictographs are aimed at unifying their nomenclature that has lacked uniformity so far. The nomenclature has been worked out by the commission for teaching aids at the Czech Musical Society and is intended for use by all those that come into contact with children's musical instruments /nursery school teachers, music teachers, manufacturers of musical instruments etc./. It is recommended to use the names suggested by the commission.

332. SYCH, V.: Ispolzovaniye tekhnicheskikh sredstv obucheniya v doshkolnom uchrezhdenii, /The use of technical aids in preschool facilities./

Doshkolnoye vospitaniye, 1982, No.1, pp.22-25.

The scientific research institute for the hygiene of children and youth investigated the dynamics of preschool children's performance, the functional state of the central nervous system, visual and auditory analyzers when technical aids were used /colour slides, films, TV, radio broadcasts, recordings/. The children's performance is influenced by the length and quantity of stimuli and the structure of occupation. For example, it was found out that the children remembered 100 p.c. of five pictures shown to them, 87 p.c. of ten pictures, 76 p.c. of fifteen pictures and the number of remembered pictures sank rapidly after showing twenty-five pictures. The mastering of the subject matter is more effective when the pictures are accompanied by the teacher's words. It is possible: 1. to show pictures and explain alternately; 2. to give the explanation simultaneously with the picture;

3. to organize a discussion after the pictures have been shown; 4. to organize a discussion prior to showing the pictures. The discussion that follows is aimed at extending and reinforcing the knowledge that the children have acquired, it should help them to grasp the main idea. Further, it is necessary to enable the childrén to express the acquired impressions in their own activity /verbal, musical, art, play, work/.

7. CARE OF HEALTH AND PHYSICAL TRAINING

7.1 Nutrition

333. GOUTARD, N.: Brésil: préscolarisation de masse. /Brasil: mass attendance of preschool facilities./

L'éducation enfantine, 1982, No.1, pp.28-29.
1 photograph.

Sixty percent of 25 million Brasilian children below the age of 7 suffer from undernourishment. This is why the National Institute for Nutrition has worked out a special programme of preschool care for children from very poor families. The programme is implemented by preschool facilities where a hundred children are usually taken care of by one teacher with the voluntary help of five mothers. The programme of the institute is also aimed at increasing and improving motherly care for children in families, both with respect to nutrition and to education. The mothers are taught how to play with their children, how to make toys for them and the like. Nursery school teachers play the decisive role in the implementation of the institute's programme.

334. HERR, J. - MORSE, W.: Food for thought: Nutrition education for young children.

Young Children, 38, 1982, No.1, pp.3-11.
2 tables, 2 figs., 32 refs.

The authors stress in their article that it is important for the parents and educators to know the needs of the children's correct nutrition, to provide the children with knowledge in the sphere of nutrition. They describe two programmes. One of them is designed for parents and the other one is intended for children. They contain topics from the sphere of nutrition that the parents may develop together with the children. They show that making the children acquainted with foodstuffs and nutrition may be used for other spheres of educational work - sensory education, speech development through play and development of mutual relations of cooperation. In conclusion, they express their conviction that the programme of education to correct nutrition should be one of the main parts of the nursery school educational programme because it is of immense importance for the whole further life of each child.

335. PRUSÍKOVÁ, E.: Náš Míša nepapá špenát. /Our Míša does not eat spinach./

Děti a my, 12, 1982, No.1, pp.31-32.
   2 photographs.

The author discusses the problems of educating the child to correct table manners, eating habits and she gives examples of tactical serving of food and its untraditional preparation. She gives examples of recipes corresponding to the principles of correct nutrition. The child must learn to eat what he or she is served. It is not correct to force the child to eating with punishments or threads - very simply, the child does not get anything else. The child should get the feeling that the person that prepares food for him or her does him or her a favour. Meals should be taken in a peaceful atmosphere, with others who eat and like the prepared food.

336. SENTERRE, J.: Quelques conseils pratiques concernant l´alimentation du nourrisson. /Some practical advice concerning the nutrition of sucklings./

L´enfant, 1982, No.5, pp.343-350.
   1 photograph.

The article discusses various kinds of infant food /nursing, powdered milk, powders, soups etc./ and states in what order they are used in the first year of the child´s life. Nursing is of basic importance; it can be developed fully only if the mother-child separation after birth is shortened to a minimum and if nursing frequency is adjusted to the child's needs.

337. STOKIĆ, A.: Prehrana i dnevni odmor djeca u dječkem vrtiću. /Children's nutrition and day rest in the nursery school./

Pedagoški rad, 37, 1982, No.1/2, pp.62-70.

The author deals with these problems in the education of children in nursery schools and describes experience gained in guiding educational work in nursery schools in Zagreb. The author describes kinds of questionnaires, record sheets and survey sheets used for obtaining and generalising the experience.

338. VERMEIL, G.: Etre heureux à la cantine. /Being happy in the school dining hall./

L'éducation enfantine, 1982, No.1, pp.22-23.

This article is written by a paediatrician and it deals with school meal programmes and problems connected with them. The aim is not only correct composition of the food, which should contain a lot of vegetables, but also generally good environment where the children would eat with appetite and without being forced to .It is also necessary to provide the possibility of rest and sleep after the meal. There is still a lot to improve in this sphere.

339. WACHHOLDER, A. - BORGHT, A.: Alimentation artificielle du nourrisson et du jeune enfant de 0-1 an.
/Artificial nutrition of a suckling and a young child aged 0-1./

L'enfant, 1982, No.5, pp.351-374.
1 chart, 9 tables, 50 refs.

The scientific study deals with various kinds of artificial nutrition in relation to the requirements of the child's healthy development. It concentrates especially on powdered milks and analyzes their composition and specific qualities. Powdered milk is evaluated on the basis of a comparison with mother's milk, which satisfies the child fully from the viewpoint of energy and calorie contents.

7.2 Motor development and physical exercise, locomotive education

340. BERDYCHOVÁ, J.: Tělesná výchova předškolních dětí.
/Physical training of preschool children./

Základní a rekreační tělesná výchova, 27, 1982, No.7, pp. 2-3.

The commission for the physical training of the youngest children at the council of chiefs for basic and recreational physical training of the Central Committee of the Czechoslovak Union of Physical

Education concentrates on increasing the effectivity of the training of preschool children after the 4th national conference of trainers. It is possible to achieve a higher quality of control of the physical training of preschoolers if basic prerequisites are created, such as innovation of the training programme and methods of work, enrichment with more demanding acrobatic exercise and apparatus gymnastics.

341. BOEVA, B. - LINGEROVA, M. - STOYANOVA, N.: Efektivnost na uchebniya protses po fizichesko văspitanie. /Effectivity of the teaching process in physical education./

Preduchilishtno văspitanie, 30, 1982, No.3, pp.8-11. 2 tables.

There should be an optimum relation between requirements regarding the quality of performance and the number of lessons in physical education. Clear and exact formulation, exact demonstration and feedback information are necessary. The authors analyse the weakest and the best performances of children in connection with their stimulation. Problem situations are sometimes used to help the children to master more exactly some locomotive habits.

342. CALECKI, M.: Peut-on s'inspirer du yoga a l'école maternelle ? /Can yoga be used for inspiration in nursery school ?/

L'école maternelle française, 1982/1983, No.2, pp. 11-14.

The article describes experience with the use of yoga in the oldest class of nursery school. Yoga means a unity of the body, spirit and feeling. In its adjusted form, it is a supplement in the life of man in civilised society. It is possible to use in the education of children its "postures", breathing exercises and concentration exercises that enable us to realise what happens in the body in the course of the movement. Yoga exercises calm the children down, they develop their ability of concentration and contribute to their mental balance. The children like to do them and like to talk about them at home. The use of yoga in nursery schools is still in its beginnings. Theoretical reflections contained in the article are followed by examples from the practice /Exercices de bien - etre inspirés du yoga/ that are described in No. 3 of the same magazine, on pp. 57-60. The article brings descriptions and pictures of a series of nine sitting exercises and concentration exercises.

343. CIBULKOVÁ, D.: Telovýchovná činnosť detí predškolského veku. /Physical training activity of preschool children./

Trenér, 26, 1982, No.9, pp.402-403.

The aim of the study was to investigate the effectivity of means of physical training from the viewpoint of their utilisation in the acquisition of basic locomotive habits, skills, abilities and knowledge that are necessary for stay in the nature, and to investigate children's interest in the individual means and forms of applied physical education.

344. DVOŘÁKOVÁ, H.: *Tělesná výchova předškolních dětí*. /Physical education of preschool children./

Základní a rekreační tělesná výchova, 27, 1982, No.10, pp.3-4.
1 figure.

One of the means of modernising and increasing the effectivity of physical education in the practice is the use of music as a means of stimulation for improving the quality of movement and its intensity together with an overall increase of the physical load. The author presents examples of four preparations for music and locomotive education of preschool children.

345. GLUSHCHENKO, N.: *Rasvitiye dvisheniy u detey rannego vosrasta.* /Developing the locomotion in young children./

Doshkolnoye vospitaniye, 1982, No.10, pp.18-20.

The author describes experience with work in the second group of very young children /12 - 24 months/ and the first younger group /24 - 36 months/. The occupations of children aged 12 to 18 months were carried out individually, with a single child at a time, later with two children and then with five or six children at the end of the year. The main aim in this group was to teach the children walk on a flat ground, on a mildly inclined plate, to step over a bar and the like. The children carried toys, hid and seeked them and this helped to stimulate them and to keep their interest. Children at ages over 18 months imitated the movements that the nurse showed them. Children between the ages of two and three made groups of ten to twelve. Natural movements were supplemented with motivation. Simple locomotive games were added.

346. GNIEWKOWSKI, W.: Modernizacja wychowania fizycznego dzieci. /Modernisation of the physical education of children./

Wychowanie w przedszkolu, 35, 1982, No.7/8, pp. 329-336.
4 photographs, 1 table, 9 refs.

Attention is drawn especially to experiments made in Greifswald /the German Democratic Republic - see H. Gärtner's work of 1965/ and to the need to replace a number of traditional games and physical exercises with new, more effective ones; further, the author stresses the necessity of a bigger differentiation in exercises for boys and for girls, and points out problems of measuring and testing.

347. GNIEWKOWSKI, W.: Zdrowie i sprawność ruchowa - ważne cele wychowania przedszkolnego. /Health and motor skills are important aims of preschool education./

Wychowanie w przedszkolu, 35, 1982, No.6, pp.259-268.
1 fig., 8 refs.

Physical defects and other consequences of insufficient motor development belong to civilisation diseases. The connection between neglected physical development and diseases, especially pains in the back, has been pointed out by recent research studies conducted in the U.S. and later in Western Europe by means of the so called Kraus-Weber test /Minimum Muscular Firmness Test/. The test is a set of exercises requiring the minimum development of back muscles necessary for health. The author of the article used the test in the years 1959 and 1960 for children and adolescents between 6 and 16 and, later, in the year 1982 for five- and six-year-olds in nursery schools. He gives a brief description of the set of exercises and an analysis of test results.

348. GRISHIN, V.: Igry s myachom i raketkoy. /Games with a ball and a racket./

Doshkolnoye vospitaniye, 1982, No.10, pp.14-18.

The author describes more demanding variants of exercises using the gymnastic bench. He describes the aim of each game, its course and methodological instructions.

349. GUILLAUMÉ, J.L.: "Voyageur clandestin..." /"Travellers on railings..."/

L'éducation enfantine, 1982, No.9, pp.12-17.
6 photographs, 9 refs.

The article deals with the children's outdoor stay in the yard of the nursery school. Although the new construction of preschool facilities guarantees space for outdoor stay full of light and colours, older buildings sometimes have empty and dismal concrete or paved yards offering the children minimum opportunity for play. The author discusses the problem of equipping the yard in a suitable way and thus giving the children opportunities for their play because play is of considerable importance for the psychomotor development of each child. The author recommends that children should be given as much freedom as possible for spontaneous movement.

350. HABIŇÁKOVÁ, E.: *Úroveň psychomotorického vývinu detí raného veku.* 1. Význam a ciele sledovania vývinu, prehľad metód a posúdenie súčasnej situácie. /The level of psychomotor development of young children. 1. The importance and aims of observing the development, a survey of methods and an evaluation of the present-day situation./

Predškolská výchova, 36, 1981/1982, No.11, pp.5-8.
14 refs.

Records of the neuropsychic development and education of each child since its birth till the age of three were used in crèches since the year 1953. Criteria of Bühler's and Gesell's developmental scales were used for the determination of characteristic features for each period in the child's life. It has been found lately that the records do not correspond to the higher requirements of educational work and to the higher qualification of the staff. The records have lost their function with the introduction of the Programme of educational work for crèches. Nevertheless, what is needed is a suitable method of checking and verification that would help in the regular observation of the development of crèche children and that would make it possible to assess the suitability and quality of educational treatment. The results of the study investigating the level of development of crèche children and the effectivity of the new system of education with regard to their development will be described in the next issues.

351. HABIŇÁKOVÁ, E.: Úroveň psychomotórického vývinu detí raného veku, 2. Výsledky medzinárodného overovania vývinu jasľových detí ... a kol. /The level of psychomotor development of young children. 2. Results of an international research survey investigating the development of crèche children ... et al./

Predškolská výchova, 36, 1981/1982, No.12, pp.20-26.
5 photographs, 3 charts, 3 refs.

The article discusses the results of an international research survey investigating the level of development of crèche children. The survey was conducted in cooperation of the department of psychology of the Faculty of Arts of the Comenius' University in Bratislava, the Institute for hygiene of children and youth in Berlin and the Department of physiology and education in Moscow. The aim was to gain a picture of the investigated indices of material and social environment of children raised in crèches and, simultaneously, to assess the developmental level of children in the three states covered by the survey. German and Soviet verification scales were used. The simultaneous use of two verification methods made it possible to judge whether the values were identical and which of the two methods would be suitable for introduction in Czechoslovakia. The contents of test tasks are described for the ages of 18, 21, 24 and 36 months. Each test consists of a series of eight tasks. The total number of 869 selected crèche children solved test tasks. In all, 70.6 per cent of tasks of the German test and 69 per cent of the Soviet test tasks were fulfilled successfully. This means that the results of the two tests are nearly identical. The highest percentage of success was ascertained in Moscow crèches. The lower results of children at the age of 24 months confirm that this developmental stage is extremely demanding and that it is necessary to analyze more deeply and modify the methodological procedures used so far.

352. KHRISTOVA, E.: Podvizhnite igri i mnogostrannoto razvitie na deteto. /Locomotive games and the child's all-round development./

Preduchilishtno vǎzpitanie, 30, 1982, No.1, pp.21-23.
1 photograph.

Locomotive games represent a significant social factor in the child's all-round development. They make wide use of basic movements, motivation and collectivity of behaviour; the changing situation and strong emotionality caused by the element of competitiveness; the factor of attractiveness as the result of the game is not known in advance. It is necessary to respect the psychic and physical peculiarities of children. These games have a positive impact on the organism, they increase its ability of defense, they create real conditions for educational treatment and for the development of the child's personality.

353. ISRAEL, M. - LIOUX, C.: Les petits et la cour. /Children and the yard./

L'éducation enfantine, 1982, No.9, pp.18-20.
3 photographs.

The authors deal with the specific problems of organising the movement of children aged 2 - 3 in the nursery school yard. They describe the form of receiving the youngest ones in the yard and organising group games. They suggest several possibilities of equipping the yards with toys and apparatus and enriching children's stay in these inhospitable areas.

354. IVANOVOVÁ, L.: K novému pojetí tělesné výchovy v jeslích.
/The new conception of physical education in crèches./
Zdravotnická pracovnice, 32, 1982, No.6, pp.337-340.
2 photographs.

The aim of physical education in creches is to support the child's healthy development, to develop its natural motor activity, to care for its physical perfection, hardiness and independence in movements. Physical education acts simultaneously as an educational means on the child's whole personality, especially on its emotions and its will. Physical education takes organisational forms that enable its reguler application in the daily programme. Its various forms take place at various times of the day, in various environments and under various conditions. This is why it is necessary to differentiate their role, contents and methods. They are: 1. physical education occupation /a longer programme unit, up to 15 minutes/; 2. morning exercise /10 minutes a day/; 3. physical training interval /short locomotive activity for 1 to 3 minutes several times a day/; 4. outdoor stay /at least two hours each day/; 5. afternoon spontaneous physical training /spontaneous movement and perfecting of the children's motor skills/.

355. KALASHNIKOV, G.: *Chtoby rasti smelym.* /They should grow fearless./

Doshkolnoye vospitaniye, 1982, No.10, pp.63-67.
10 figs.

Some children below the age of six may manifest fears that are unjustifiable at times. This is the age when emotions develop. The causes of fear may be new phenomena, strange people, being forced to risky behaviour. Fear of movement is overcome more easily with the help of locomotive games. The author describes special exercise helping to develop courage and dexterity and containing especially situations for keeping the balance.

356. KARMANOVA, L. - ARAKELYAN, O.: *Provedeniye yezhednevnykh fizicheskikh uprazhneniy na vozdukhe.* /Doing everyday physical exercise out of doors./

Doshkolnoye vospitaniye, 1982, No.2, pp.40-41.

This is information about the system of everyday physical exercise done mostly in the open air that has been tested in the nursery schools of several towns in the Byelorussian Soviet Socialist Republic. The system is based on short physical training intervals that are introduced several times a day. Various activities are interrupted with physical training intervals, simple locomotive games are inserted between two kinds of activities. The afternoon sleep is followed by special exercise in the form of air baths. When all these forms are used, intensive motor activities of the younger group represent 40 minutes a day and those of the transfer group take an hour and 40 minutes (without spontaneous physical activity of the children). Activities carried outdoors contain elements of sports games. It was observed in nursery schools where the system was tested that the overall physical fitness of the children improved, the sickness rate dropped, better results were achieved in running, jumping, throwing and the like.

357. KARPOVA, L.: *Fizicheskoye vospitaniye v detskom sadu.*
/Physical education in the nursery school./

Doshkolnoye vospitaniye, 1982, No.5, pp.8-9.

The author describes experience of a nursery school where considerable attention is paid to physical education. Besides the usual forms of work, the children learn to skate since the age of five under the supervision of a coach. They continue at the winter stadium in spring till the end of April. The oldest children skate on rolley skates in summer. Physical education activities of the oldest children take place outdoors the whole year round if the temperature does not drop below -15° C. Not only activities, but also various celebrations take place at the playground. These include the "Russian winter" in winter and "We grow healthy and joyful" in summer, enabling the children to show what they have learnt in the course of the school year.

358. KLIMENKO, R.: *Fizicheskoye vospitaniye na vozdukhe.*
/Physical education in the open air./

Doshkolnoye vospitaniye, 1982, No.6, pp.13-15.

A special place in the preparation of children for sports activities is occupied by exercise done outdoors, on a meadow, in the wood, on the river bank, at the sea shore and the like. The children can move freely and this develops their independence, determination and courage. Besides, the children can observe nature and learn to protect it. The author is a headmistress, who studied professional literature concerning the topic and made the parents acquainted with the main principles. She worked out, together with the teachers, the methodology of organizing physical education activities in natural conditions. She describes activities on a meadow and in the wood. Outdoor exercise was done since spring to autumn, and in winter the children made walks in the nature and overcame various natural obstacles.

359. LYKOVA, V.: *Rol semyi v formirovanii dvigatelnoy aktivnosti detey.* /The role of the family in developing the children's motor activities./

Doshkolnoye vospitaniye, 1982, No.1, pp.68-70.
1 table.

The article gives information about a study investigating the conditions for the development of the children's motor activities in families. It was investigated what six-year-old children did at home when they returned from the nursery school. The study was concerned with the children's daily programme in the family, with the attention the parents paid to the children's becoming hardy, whether the children did morning exercise every day, whether the parents went in for sports, whether the children had the necessary sports apparatus at home.

It turned out that sedentary activities prevailed after the children's return from the nursery school and on free days. The findings led to the requirement to strengthen the education of parents, especially in the field of physical education and care for the child's correct physical development.

360. NOWICKI, G.: Koordynacja wzrokowo-ruchowa u dzieci w wieku przedszkolnym. /The coordination of sight and movement in preschool children./

Wychowanie w przedszkolu, 35, 1982, No.2, pp.71-74.
6 refs.

The described study of motor abilities and sight-movement coordination covered nearly a thousand children at ages varying between three-and-a-half years and six-and-a-half years. It was found out that this coordination was less developed in village children than in town children and that it was less developed in girls than in boys.

361. PANAYOTOVA, J.: Usloviya za diferentsirano obuchenie po fizichesko văzpitanie. /Conditions of differentiated instruction in physical education./

Preduchilishtno văzpitanie, 30, 1982, No.10, pp.18-19.

The author proceeds from the fact that each child has certain locomotive dispositions and motor experience. She divides children into two groups from this viewpoint on the basis of tests that have been carried out and she recommends the educators to follow carefully the physical development of each child; it is suitable to keep a record sheet for each child and to record selected data.

362. PENZULAYEVA, L.: Fizkulturnyye zanyatiye v podgotovitelnoy k shkole gruppe. /Physical education activities in the transfer group./

Doshkolnoye vospitaniye, 1982, No.7, pp.10-17.

Transfer group children train the basic movements in physical education: walking, running, balance exercises, jumps, throwing and crawling. The described 36 physical education activities contain tasks laid down in the physical education curricula. At least three kinds of exercises are chosen for each week: one of them is learnt, the second one is trained and the third one is reinforced. The description of each of the activities includes the task, the necessary sports apparatus, an animated game and a game for calming down.

363. PENZULAYEVA, L.: Fizicheskiye uprazhneniya i podvizhnyye igry vne zanyatiy. /Physical exercise and locomotive games outside physical education occupations./

Doshkolnoye vospitaniye, 1982, No.6, pp.9-13.

The children master quickly various kinds of movements in physical education occupations. To train and reinforce them more intensively, it is necessary to repeat the exercises and the locomotive games outside physical training occupations, in the children's spontaneous physical activities and on walks. The author exemplifies the division of tasks laid down in the curricula of physical education for their revision and reinforcement outside physical education occupations in the separate weeks and months in the course of the whole year.

364. REITMAYEROVÁ, M.: *Hromadný způsob vedení v hodinách předškolnich dětí.* /Group guidance in the instruction of preschool children./

Základni a rekreačni tělesná výchova, 27, 1982, No.9, pp.7-8.

One of the forms of exercise increasing the effectivity of the lesson is group exercise. This kind of exercise is applied especially in the introductory, preparatory and final parts of the lesson. The author describes in the article some examples of exercise in detail.

365. ROGACHEV, S.: *O fizicheskom vospitanii v doshkolnykh uchrezhdeniyakh.* /Physical education in preschool facilities./

Doshkolnoye vospitaniye, 1982, No.10, pp.38-39.

Physical education is given special attention in the Voronezh region. A system of physical education activities, morning exercise and locomotive games had been developed. There are sports corners in rooms where the children spend the day, well-equipped sports grounds have been built in the gardens, with structures enabling climbing, jumping, throwing and the like. Gardens have paths for cycling, facilities for volleyball, basketball, badminton and tables for table tennis. Nursery schools have introduced so called physical education lessons. In these lessons, educational workers learn exercise for the basic muscular groups under the guidance of an experienced teacher, they master the technique of breathing and the like. Physical education teachers give these lessons in some districts.

366. RUNOVA, M.: *Igry detey na progulke.* /Children's outdoor games./

Doshkolnoye vospitaniye, 1982, No.10, pp.12-14.

Attractive and intensive locomotive activities carried out in the open air increase the importance of the outdoor stay for the children's health. Stay in the open air gives the children opportunities to reinforce and improve their motor abilities, it satisfies their need for movement. However, motor activity differs in individual children. This is why it is necessary to organize locomotive games. The children can play by themselves such games that are popular with them and that the children know well. This means that it is necessary to find partners, select the game, come to an agreement, decide who is the leader. The teacher should help if necessary. The degree of the teacher's participation in the game depends on the concrete situation. Some locomotive games suitable for outdoor stay are mentioned in the article.

367. ŠÍMA, P.: *Struktura tělovýchovného zaměstnání batolat.* /The structure of physical education occupation of toddlers./

Predškolská výchova, 37, 1982/1983, No.1, p.23.

Long years of successfull experience in the North Bohemian region have shown that it is suitable to divide the organizational forms of physical education into morning exercises, physical training intervals, physical training occupations, seasonal activities and - for children over the age of 18 months - physical education celebrations. Educational occupations take place for twenty minutes once a week. Every occupation has a certain gradation from the physiological and psychological viewpoint. The demands increase gradually in the beginning, they reach the peak and then the physical effectivity decreases gradually.

368. VASILYEVA, I.: Razvitiye osnovnykh dvizheniy v samostoyatelnoy deyatelnosti detey. /Developing the basic movements in the children's independent activities./

Doshkolnoye vospitaniye, 1982, No 7, pp.18-20.
1 photograph.

The article describes experience with children at the age between twelve and twenty-four months. The most important thing is the perfection of walking at this age. The children got various carts, balls, blocks that they replaced and learnt to walk in various directions. They trained crawling on the gymnastic bench and on the slide. Riding on a roundabout brings the children joy and, simultaneously, it trains their vestibular system. The children learnt to throw and catch a ball. Gradual use of gymnastic apparatus for the development of the basic movements improved the children's independent motor activity and brought them good mood for the whole day.

369. VAVILOVA, E.: Igry detey vo dvore. /Children's play in the open air./

Doshkolnoye vospitaniye, 1982, No.7, pp.76-78.

This is advice to parents on how to take care of the children's everyday motor activities. It is necessary to procure toys and gymnastic apparatus stimulating various movements, to assign to the children various interesting tasks requiring speed, swiftness, strength. Various games with hoops, skittles, balls and the skipping-rope are described.

370. VAVILOVA, E. Obucheniye khodbe. /Learning to walk./

Doshkolnoye vospitaniye, 1982, No.1, pp.15-18.

The author describes how walking and its various forms can be trained since the first year of the child's life. She gives examples of games that are suitable for three- and four-year-old children.

371. ZIMOVÁ, D.: Plavání v oddílech rodičů a dětí. /Swimming for parents and children./

Základní a rekreační tělesná výchova, 27, 1982, No.5, pp.5-10.
28 figs.

The problems of teaching preschool children to swim are divided into five basic groups: 1. Possibilities of teaching preschool children to swim and preparation before the instruction begins. 2. Choice of swimming style for the youngest pupils and swimming technique. 3. Methodology of swimming for the preschool age. 4. Organization of the lesson in the swimming-pool. 5. Evaluation of the results.

372. ZUCCHINI, G.L.: L'educatione corporea e i valori della persona. /Physical education and personality values./

Scuola materna, 69, 1981/1982, No.15, pp.979-980.

The interest of educators in problems of education and children's socialization should not make them forget that the basis of development is correct physical development. The author characterizes phases of the child's physical development till the age of six, "standards" of skills and physical development (including motor skills, gestures etc.) for the individual age groups and the connection between the child's physical development and its expression by graphic ("graphism") and verbal means.

7.3 Health care aspects; daily routine

373. AMOSENKO, L.: Meditsinskaya pomoshch v doshkolnykh uchrezhdeniyakh. /Medical care in preschool facilities./

Doshkolnoye vospitaniye, 1982, No.3, pp.27-29.

The author describes experience from a town with developed petroleum industry where the average age of the inhabitants is 26.5 years. There are 28 crèche-cum-kindergarten facilities in the town. The staff includes 14 physicians, 35 medical nurses and 32 children's nurses in the crèche sections. Besides, 29 health workers are employed there. The children's clinic has laid down their duties: they take measures ensuing from the children's medical examinations, check the caloric value of food, make hardening procedures, take measures improving the physical fitness of children, carry out remedial physical training. The physician examines children below the age of three once a month, the older children are examined once in three months. Children from older and transfer classes undergo thorough yearly medical examinations that are carried out by a paediatrician, a surgeon, an ophthalmologist, a dentist and a speech therapist. The children's sickness rate is followed regularly A decline in the sickness rate has been observed in the recent years. In the year 1978, every child was absent for 16.4 days due to sickness on average whereas the average absence represented only 12.5 days in the year 1980. The sickness rate has dropped to 5 - 7 days a year in some child care facilities.

374. BENDLOVÁ, A.: Škola v přirodě. /Fresh-air school./
Predškolská výchova, 36. 1981/1982, No.12, pp.28-30.
1 photograph.

The author sums up the most important principles that she adhered to in the course of children's stay in a fresh-air school for two weeks. It is necessary to inform the parents what the children will need to take with them, where the fresh-air school will take place and with what programme; to make the educational staff acquainted with the children's individual peculiarities; to prepare the children preliminarily for their stay in the nature; to keep the principles of the daily routine; to develop the children's cognitive activities in the familiarization with the nearest surroundings; to use a well-thought-out structure of games, motor activities, spontaneous and guided play.

375. BÜTTNER, M.: Zahngesundheit und Kindergarten. /Healthy teeth and the nursery school./

Der Schweizerische Kindergarten, 72, 1982, No.6, p.18.

The programme that has been introduced in Switzerland with the aim of preventing caries in children contains the following: water fluoridation, optimum dental hygiene, suitable nutrition. Drinking water has been fluoridated in Basel since the year 1962 and the occurrence of caries in children has dropped by fifty per cent. Prophylactic helpers teach the children the correct technique of cleaning the teeth in some cantons. It is expected that half of preschool children will have no caries by the year 2000. This state was reached in Basel already in the year 1980.

376. FRADKINE, J.L.: Le développement biologique de l'enfant. /The child's biological development./

L'ecole maternelle française, 1981/1982, No.7, pp.17-31.
6 charts, 1 table, 4 figs., 10 refs.

The author summarizes the knowledge of the child's biology necessary for a nursery school teacher. The first section concerns the child's growth and includes growth curves, weight tables and skull parameters. The second section is concerned with maturing processes in general, with the process of ossification and the development of sexuality. The third section deals with factors influencing the child's development; these are genetic, endocrinous, exogenous (the effect of the environment) factors, nutrition, sleep and social and economic living conditions.

377. GASPAROVA, E.: Vykhodnoy s malyshom. /A free day with a small child./

Doshkolnoye vospitaniye, 1982, No.5, pp.63-67.

Some children, especially the youngest ones, are often ill-humoured in child care facilities on Mondays, they fall asleep with difficulty. The usual reason is that the child's daily routine has been disturbed over the weekend. It is necessary to keep a daily routine that is similar to that in the crèche and to keep the usual times of the basic activities, such as meals, going to bed, afternoon sleep, outdoor stay. It is not recommended to oversaturate the child with a quantity of impressions. The zoological garden or the fair grounds should not be visited more frequently than two times a month. Long rides with means of public transport are not recommended, either.

378. GROMBAKH, S.: O nekotorykh sovremennykh problemakh gigieny detey. /Some contemperary problems of children's hygiene./

Doshkolnoye vospitaniye, 1982, No.10, pp.39-41.

The children's motor activities are of considerable importance in the health care. Standards of motor activity for preschool children lay down 12-15 thousand movements (steps) per day. However, these standards are not fulfilled. It would be possible to fulfil these standards if the intensity of movements in physical education activities increased to 80 - 90 per cent, if the stay in the open air included running for fifteen to twenty minutes two or three times a week, the sixty meter run in the middle group and the 300 meter run in the transfer group. The afternoon sleep is necessary in the preschool facility as sleep is the best way of securing the necessary rest for the nervous system. Sleep in the nursery school makes up for the shortage of sleep in the family. However, it is necessary to secure absolute peace in the course of the sleep. Problems of the preparation of children for school and the lowering of school entering age are discussed at the present time. It is obvious that a six--year-old child is able to learn but difficulties are caused by limiting the child's motor activity. The educational authorities try to decide the problem whether it will be more suitable to teach six-year-old children in transfer classes of nursery schools or in preparatory classes at schools. The nursery school can be preferred from the viewpoint of hygiene if it retains the regime and methods of nursery school. It is necessary to keep the advantages of nursery school and to increase the level of preparation for instruction. All these requirements are met by experimental curricula for transfer classes of nursery schools that have been worked out by the scientific research institute of preschool education at the Academy of Pedagogical Science of the U.S.S.R.

379. HABIŇÁKOVÁ, E. - TOMIŠOVÁ, E.: Stomatologická starostlivosť. /Dental care./

Predškolská výchova, 36, 1981/1982, No.10, pp.15-18.
7 refs.

The child should get into the habit of taking regular care of its teeth at preschool age. Preschool age is the most suitable period for developing the habits of hygiene and stomatohygiene. It is recommended to start with the examination of teeth after the age of three, especially from the psychological viewpoint. The teeth of most children of this age do not need any treatment and thus the first visit to the dentist's takes place without any traumatizing experiences. The Programme of educational work for nursery schools does not stress care for the teeth. Care for the teeth, in the sense of a hygienic act, is not included in the daily routine in the nursery school. A survey has shown that nursery school teachers realize the importance of regular care for the teeth but nursery schools lack the basic equipment. Nursery schools in the district of Dolný Kubín organized a "Year of hygiene and prevention of diseases of the oral cavity" within the framework of the International Children's Year. More than five thousand children between the ages of three and six started to clean their teeth regularly. The Institute of Health Education in Bratislava and the Studio of the Short Film make colour film strips aimed at educating the children to care for their teeth and preparing them for the visit to the dentist´s.

380. HAK, J.: Jak kouří rodiče dětí s opakovanými chorobami dýchacích cest. /How the parents of children with repeated diseases of the respiratory tract smoke./

Československá pediatrie, 37, 1982, No.9, pp.547-549.
3 refs.

More than a half of the parents who send their children to spas due to repeated diseases of the respiratory tract are active smokers. The study gives a comparison of a group of 150 children with asthmatic difficulties and a group of 100 children with repeated diseases of the respiratory tract with respect to the parents´smoking habits. Significant differences can be observed between the two groups. At least one of the parents of 70 per cent of boys with asthmatic difficulties is a smoker, both parents are smokers more frequently, too. In the asthmatics group, the mother gives up smoking more frequently than the father; the child´s sex is of no importance in this respect. The father is usually the one that smokes more and is less willing to give up smoking.

381. HAVELKA, J.: Trvalý zájem společnosti. /A permanent interest of the society./

Československá pediatrie, 37, 1982, No.12, pp.723-724.

A comprehensive analysis of the present-day demographic development in Czechoslovakia shows certain problems that are being solved by health authorities and physicians. These problems include, for instance, the growing number of abortions, pathological and endangered pregnancies, the high sickness rate of preschool and school children in big cities atd. There are still unutilized reserves in decreasing the sickness rate and death rate of sucklings.

382. HOLÝ, J.: *Než zavoláme lékaře.* /Before we call the doctor./ Děti a my, 12, 1982, No.4, pp.20-21.
2 photographs.

The author characterizes the qualities of a good doctor and his role when he visits a sick child in the family. The aim of the paediatrician's visit to the small patient is to determine the correct diagnosis and to start the treatment. The author gives advice to parents on how to proceed correctly when their child falls ill (it is necessary to give accurate and correct data on the sickness, especially the symptoms, to give the exact adress, name of the street,correct house number, floor number and position of the house and the like). All minor preparations are a suitable introduction enabling the doctor to take up the correct contact with the sick child as well with other family members. This helps to create a peaceful atmosphere that helps primarily to the sick child. The parents of small children should realize that even seeming trifles may be of importance in these situations.

383. HOUŠTĚK, J. - SYROVÁTKA, A.: Výzkum v oblasti reprodukce a pediatrie v 6.pětiletce. /Research in the sphere of reproduction and paediatrics in the 6th five-year plan./

Československá pediatrie, 37, 1982, No.1, pp.3-8.

The article gives brief information about the results of scientific research conducted in the sphere of reproduction and paediatrics in the years 1976-1980. In the 6th five-year plan, paediatric research was contained: a) in the state plan of basic research, in the fundamental task VII-3 "Human reproduction and healthy development of the children's population", b) in the state plan of technological development, in the main task P 17-333-245 "Care for the health of the new generation", c) in the plan od the ministry of health, in tasks coordinated by the main problem commission 07 Paediatrics.

384. JIRÁSEK, J.: Tělesné a duševní v rovnováze. /The physical and the mental in a balance./

Děti a my, 12, 1982, No.1, p.17.
1 photograph.

The importance of keeping the child's physical and mental activities in a balance is stressed. The author discusses problems of balanced education in modern civilized society that has immense requirements regarding professionality and theoretical preparation. The importance of the bodily functions of the human organism shifts to the background conspicuously (lack of physical movement, feeling the need for movement, use of physical and motor swiftness). The author characterizes the importance of movement as a reserve that enables full loading and prevents overburdening in mental work. The child also needs to have this reserve in the form of spontaneous movement in the open air, play or sports activities - whatever the child chooses. Breaks should give the child as much opportunity as possible for running and for locomotive games. Research has confirmed the old experience that the possibility of children's stay out of the building in the course of breaks is of considerable importance not only for the development of the locomotive functions but also for the development of the child's whole personality. Children that have the possibility of free stay in the open air since their earliest childhood can adjust themselves better to the requirements of school and life and they seem more satisfied and more stable neuropsychically. Holiday and weekend stays in the nature are favourable for the child's development. Nowadays, higher demands are made on the motor activity of children since their earliest age (racing sports, peak performances). The child should not lack the usual joys of childhood. The parents should see to it that the child's physical fitness and mental development are in a reasonable relation since early childhood.

385. JURÁŠKOVÁ, D.: Využívání zahrady v zimě. /Making use of the garden in winter./

Předškolská výchova, 37, 1982/1983, No.3, pp.19-20.
5 photographs.

There are various possibilities for crèche children to play in the snow. They can build snowmen, bob-sleigh, ski, draw pictures in the snow with a rod, paint on frozen snow. Thus the children get to know the properties of snow very well.

386. KLINDOVÁ, Ľ.: Organizácia života v predškolských zariadeniach z hľadiska psychohygieny. /The organization of life in preschool facilities from the viewpoint of mental hygiene./

Predškolská výchova, 37, 1982/1983, No.1, pp.3-6.
5 refs.

The author discusses the overall organization of the child's life in the nursery school and her standpoint is in keeping with the present-day knowledge of mental hygiene. The daily routine should secure the child's needs and it should contribute to a positive development of the child's personality, to the development of habits of physical and mental hygiene. The child's life needs are a unity of sleep, movement, food and also of intellectual activity, social contacts. The need of emotional stimuli, the need of self-realization and the need to investigate, to explore, to learn are of special importance. Shortcomings that can be observed in the demands that are made on the child often include overburdening, insufficient loading, uneven loading and inconsistent requirements.

387. KOPCZYŃSKA-SIKORSKA, J.: Dbajmy o zdrowie. /Let us take care of health./

Wychowanie w przedszkolu, 35, 1982, No.6, pp.299-303;

No.7/8, pp.398-401.
6 refs.

The article deals with some disorders and civilization diseases of preschool age. The author characterizes problems of the diseases of the respiratory tract and their prevention.

388. MATĚJČEK, Z.: Alkohol a zdravi dĕti. /Alcohol and children's health./

Dĕti a my, 12, 1982, No.3, pp.20-21.
2 photographs, 1 table.

The author discusses the problems of "indirect" effect of alcohol on the health state of children through the alcoholism of one of the parents. He informs about the results of a research survey that was conducted by Associate Professor J.Skála and his team at the alcoholics' department of the Psychiatric clinic in Prague. The survey covered 200 children of school age (father - an alcoholic, mother - normal) from complete families. A pair selection was made of children of the same age and sex, of the same position among brothers and sisters, from the same school class; their parents were of the same age as those of the experimental child and the mother had equal education as the mother of the experimental child. The biological start in life was equal in the two groups of children. The father's alcoholism was not reflected significantly in the biological outfit of the child for life. The mother's alcoholism has a direct effect as it damages the fetus. The father's alcoholism has an indirect effect on the health state of the child later in life.

This has been observed in the health records of children of the two groups at children's medical centres. Survey results are presented in a table and compared. This is followed by an analysis of the individual types of diseases of these children and a comparison of hospitalized cases. These children seem to be endangered from the viewpoint of education and health at school age, thus it can be considered a dysfunction.

389. MELICHAROVÁ, V. - STRNAD, S.: Otužování a nemocnost dětí. /The hardening and sickness rate of children./

Predškolská výchova, 37, 1982/1983, No.2, pp.28-29.

It cannot be determined clearly whether the sickness rate of crèche children has increased or dropped after the introduction of the Programme of educational work. When completing questionnaires on the implementation of the new conception of education in crèches, the nurses stressed especially the following measures: possibly long stay of the children in the open air, adequate clothing with respect to outside temperature and room temperature, the maintaining of adequate temperature in the room and proper aerating, showers, air baths, wiping with a wet cloth, two--week stays outside the town, sleep in unheated rooms. One of the possibilities of decreasing the sickness rate is prolongation of the convalescence period.

390. MILEV, P.: Novi mediko-pedagogicheski iziskvaniya kăm detskite zavedeniya. /New medical and educational requirements for preschool facilities./

Preduchilishtno văzpitanie, 30, 1982, No.10, pp.4-6.

The author discusses important problems that concern teachers, physicians, architects etc. The teachers are faced with the requirement to secure the contact of nursery school, family and society. He further deals with some requirements of physicians made on architects and he stresses the need to build nursery schools with children's playgrounds, sports facilities and lawns.

391. SLÁVIKOVÁ, T.: Starostlivosť o chrup detí. /Care for the children's teeth./

Predškolská výchova, 37, 1982/1983, No.2, p.27.

This is a description of the experience from a combined facility (crèche-cum-kindergarten) where the children clean their teeth after lunch. The daily routine is not disturbed in any way.

392. Stůně nám panenka. /The doll is sick./

Děti a my, 12, 1982, No.3, p.26.
1 photograph.

Workers of the Czechoslovak Red Cross have made use of the children's playfulness to stimulate their interest in health education. Since the school year 1982-1983, a new programme called "The doll is sick" has been introduced in all nursery schools with the aim to make pre-school children acquainted with health education and to give them knowledge that they will use in the following school years. The programme was tested experimentally in the districts of Jablonec nad Nisou and Trutnov in the school year 1981-1982. The aim of the programme is preparation of the children for the basic rules of medical aid. This is followed by competitions "ABC of quite small doctors" since grade one, the statewide competition "For the partisan tommy gun" and the statewide military proficiency game of the pioneers called "Always ready".

393. SYNKOVÁ, J.: Choroby z nachlazeni. /Colds./

Rodina a škola, 24, 1982, No.10, p.11.

The author explains to the parents why it is necessary to adhere to some principles that help to increase the child's power of resistance and limit the possibility of developing a cold (or a tonsilitis, a pharyngitis). The power of resistance is increased by hardening, regular daily routine, correct nutrition, suitable footwear and clothing and proper personal hygiene.

394. ŠVEJCAR, J.: Pediatrie a její budoucnost. /Paediatrics and its future./

Československá pediatrie, 37, 1982, No.12, pp.719-722.

Professor J.Švejcar, the nestor of Czechoslovak paediatricians, outlines the development of theoretical conceptions of paediatrics since their beginning until the present. Nowadays, the branch includes paediatrics proper, i.e. paediatrics of the sick child, and paediatrics in the widest sense of the word, i.e. preventive care for the healthy child. A number of theoretical, practical and organizational problems should be solved if paediatrics is to fulfil all tasks assigned to it by the present-day society.

395. TIMCHEV, M.: Predotvratyavane na ploskostǎpieto. /Prevention of flat feet./

Preduchilishtno vǎzpitanie, 30, 1982, No.5, pp.17-19. 2 figs., 1 table, 9 refs.

The author explains the causes of this defect and gives concrete recommendations on how to prevent the development of the defect. He recommends that children should walk barefoot on an uneven ground, climb on wall bars, play with medicine ball and massage their feet with a special pad.

396. TOŠOVSKÝ, V.: Bolesti břicha u dětí. /Abdominal pain in children./

Děti a my, 12, 1982, No.3, pp.18-19.

Abdominal pain in children may indicate various disturbances. The pain can be classified into three groups according to the type of disturbance: 1) pain that accompanies diseases outside the abdominal area (in spite of this, the child complains of abdominal pain - influenzas, colds, catarrhs of the upper respiratory tract, tonsilitis etc.); 2) pain that accompanies disturbances of organs located in the abdomen - however, these are non-surgical disturbances (stomach catarrh, diarrhoea, inflammation of the small or large intestine or a dietetic mistake); 3) acute abdominal disturbances - a) inflammatory acute abdominal disturbances - appendicitis,

b) acute abdominal disturbances that are caused by suddenly occurring mechanical occlusion of the ileum (ileus). These cases include invagination of the intestine, incarcerated hernia, sudden obstruction of the intestine caused by adhesions after a previous abdominal operation, mostly of an inflammatory disease. Examination procedures are described for all types of pain. The parents are recommended the following: any abdominal pain, especially an intensive one that wakes the child from its sleep, or stabbing pain accompanied by sudden loss of appetite, nausea or vomiting should all be considered as symptoms of acute abdomen, regardless of the fact whether the child runs a fever or not, whether it has normal stool, constipation or diarrhoea.

397. VÍT, J.: Aktivita dětí venku. /Children's activities in the open air./

Predškolská výchova, 37, 1982/1983, No.3, pp.1-3.
2 photographs.

The full importance of the educational and therapeutic effects of play and activity in the open air on children has not been realized completely yet. Spontaneous activity releases tension that accumulates in the course of longer sitting and during organized activities. Contacts among children strengthen in their play in the open air, their abilities and interests develop. Their motor skills are trained intensively. The development of thinking is closely connected with motor development. Outdoor activity stimulates curiosity and perception; the child makes a lot of its own observations and discoveries. The space for outdoor play should enable possibly highest satisfaction of children in their play activities. Climbing structures, ladders, inclined surfaces, natural and artificial hiding places are recommended. Play with water brings the children joy and has a therapeutic effect. The same applies to play with the sand, painting on large surfaces, clay modelling. .

398. ZMANOVSKIY, Yu.: Biologicheskiye ritmy i vospitaniye detey. /Biological rhythms and the education of children./

Doshkolnoye vospitaniye, 1982, No.2, pp.49-52.

Biorhythms that take place in the course of 24 hours are most important for securing the optimum performance of the adult as well as of the child (temperature changes, the activity of the cardiovascular system etc.). The best performance is usually given between eight and twelve in the morning and between five and seven in the afternoon. Adults can be divided into three types in accordance with their rhythm of physical and mental performance: 1) "larks" - their performance is at its best in the mornings, it deteriorates in the evenings; 2) "owls" - their performance is at its best in the evenings and at nights, they fall asleep late and get up late; 3) the type in which the dynamics of performance manifest themselves weakly; these are mostly people that work manually. The biorhythms of children have been given little attention so far. The type develops actually at preschool age. This should be respected in the organization of the educational work and the daily programme. It is possible to observe varying levels of performance and activity in children in the course of the day, similarly as in adults. Although any disturbance in the daily programme, especially in the sleep, leads to a certain disharmony, it is suitable to include a minor disturbance or a change once in a while. For example, the usual morning occupation can be shifted to the afternoon. It this way, the children learn to adjust to changed conditions. It is not so important to keep to the minutes in the daily routine but it is necessary to alternate physical and intellectual loading.

399. ZUSKOVÁ, D.: Eliminace spalniček na území ČSR. /The elimination of measles on the territory of the Czech Socialist Republic./

Děti a my, 12, 1982, No.4, p.17.

The result of the twelve-year systematic, scientifically based approach to the solution of the problem of measles is an outstanding success of the Czechoslovak health care. Not a single case of measles was reported on the territory of the Czech Socialist Republik in the first three months of the year 1982. The development in the occurrence of the disease is given since the year 1951. The last big epidemic was recorded in the year 1971 when almost two population age-groups were vaccinated. The long-term yearly average of death cases was 163 children for the years 1951-1969 (more than ten per cent of children died at the age between ten and twenty-four months due to secondary bacterial complications). The decision to start regular vaccination against measles was motivated by the grave nature of the disease and by its economic consequences as well as by the successful development of a

Czechoslovak vaccine. Compulsory vaccination was introduced in the year 1969. 2053 cases were reported in the year 1980. The number of cases dropped to 939 in the year 1981. There will be only the occasional danger of bringing the disease from abroad in the future.

7.4 Becoming hardy

400. Metodicheskiye rekomendatsii po zakalivaniyu detey. /Methodological recommendations for the hardening of children./

Doshkolnoye vospitaniye, 1982, No.5, pp.10-14.

The methodological recommendations have been worked out by specialists from the ministry of health of the Slovak Socialist Republic. They include instructions for the hardening of children in everyday life, such as aerating and room temperature, daily walks, outdoor exercise. Special forms of hardening are described: with air, with water, bathing, sun baths. The duties of headmistresses, physicians, nurses and teachers are described.

401. MIKOLÁŠEK, A.: Prostředky fyzikální stimulace při otužování dětí. /Means of physical stimulation in the hardening of children./

Zdravotnická pracovnice, 32, 1982, No.7, pp.410-412. 2 photographs.

The aim of hardening is to disturb the permanently balanced thermal comfort and to evoke a reaction of the vascular system in the skin and in mucous membranes. The correct reaction of the vessels helps to retard the unfavourable effect of cold and to prevent the always present infectious flora of the respiratory tract from developing and causing a disease. Various forms of hardening include exposure of the child to cold air connected with movement, dry massages of the skin and, later, wiping with a wet cloth, pouring water of gradually decreasing temperature over the child, showers and bathing in the summer. Sauna baths represent a combination of hardening by the air and by water. The children endure them well and the results manifest themselves especially by increased power of resistence to respiratory tract infections. It is suitable to supplement all forms of hardening by exposure to an artificial insolator. Sauna baths are the most effective means. However, all other methods mentioned above are recommended for daily use.

402. MILEV, P.: Prez lyatoto - aktiven otdikh za deteata. /An active rest for the children in summer./

Preduchilishtno văzpitanie, 30, 1982, No.7, pp.1-4.
1 photograph.

The author deals with the summer recreation of children and analyzes in detail the positive features of a holiday at the seaside and in the mountains. He points out some objective and subjective negative aspects in the organization of holidays and he stresses that a rational daily programme in children's holiday facilities is of considerable importance for overcoming these shortcomings.

403. Otužování. /Hardening./

Rodina a škola, 24, 1982, No.8, p.4.

Parents are given advice on how to harden their children. Stay in the open air combined with adequate movement in a suitable clothing is most important for increasing the children's power of resistance. Cold showers and sauna baths help to harden the children.

404. Saunování. /Sauna baths./

Rodina a škola, 24, 1982, No.8, p.5.

The article contains information on the importance of sauna baths for the health, on the correct procedure for sauna baths and on the behaviour of parents and children when they take sauna baths. Sauna baths are considered to be the most suitable form of hardening the children and increasing their power of resistance. Even eight-month-old toddlers endure sauna baths very well.

7.5 Safety education, traffic education

405. BOESCH, H.: Schulwegsicherung. /Safety on the way to school./

Der Schweizerische Kindergarten, 72, 1982, No.3, pp.9-18. 5 charts, 1 table, 3 maps.

This is a study of how to control town planning so as to prevent the adverse effects of traffic and to secure the safety of pedestrians. One of the possible solutions is to reserve paths for pedestrians, who are divided into five categories in the study: pupils, shoppers, pedestrians walking to public transport stops, pedestrians walking directly to their place of work, recreation walkers. The attached maps show schools, nursery schools and spots with the highest frequency of traffic accidents. The study shows that it is possible, even with limited costs and with purposeful town planning, to secure relatively safe paths for pedestrians and especially for school children.

406. BRTNOVÁ, J.: Rozvíjení poznání při výchově k dopravní kázni. /The development of knowledge in the education to traffic discipline./

Předškolská výchova, 36, 1981/1982, No.7, pp.15-17.

The education to traffic discipline cannot be considered separately, it is a component part of the whole educational treatment. The children get acquainted with everything that is connected with transportation: means of transport, materials they are made of, traffic lights and traffic signs. The children go to traffic playgrounds and participate in the competition called "A good pedestrian" organized by the Sluníčko children's magazine.

407. HARDMEIER, A.: Ist Verkehrserziehung Aufgabe des Kindergartens? /Is traffic education a task of the nursery school?/

Der Schweizerische Kindergarten, 72, 1982, No.3, p.2.

Traffic education is a component part of the whole educational process. In the sphere of the development of knowledge, it is necessary to provide the children with knowledge connected with traffic (traffic signs). The physical and sensory education helps to develop quick reactions to traffic situations. Traffic education proper means teaching the children to cross the streets, to wait for the green light, to recognize vehicles by their sound. Cooperation with the parents is necessary.

408. KUBÅT, K.: Nebezpeči úrazů a otrav. /The danger of injuries and poisoning./

Děti a my, 12, 1982, No.2, pp.20-21.
2 photographs.

The author analyzes the causes and consequences of injuries and poisoning in children and adolescents. Accidents and injuries are a grave social problem that affects badly the individual and his or her family. Most accidents and injuries can be prevented by consistent safety education accompanied by the adoption of suitable measures. Toddlers, preschool children and younger school children are the ones most affected by injuries. The accident rate for boys is twice as high as that for girls of the same age. It is necessary to secure stricter supervision over children below the age of eight at home and out of doors, to take accident prevention measures and to pay constant attention to the education to correct behaviour. Older school children and adolescents show lower accident death rates than younger children. The causes are mostly curiosity, rash behaviour under the influence of one's peers, unnecessary risks (play with explosives etc.). The emotional and social instability of young people in the puberty leads sometimes to suicides and suicidal attempts. Some children's injuries are the result of maltreatment and abuse in the families. Our society pays considerable attention to the problems of injuries and poisoning. The education to accident prevention has been introduced in schools, pioneer and youth organizations. The public is educated by the concerted effort of the Czechoslovak Red Cross, the Government Committee for Road Traffic Safety, the police, the Institute of Health Education, the Czech State Insurance Company and other institutions. The whole republic is covered with a network of first-aid stations, traumatology, anesthesiology and resuscitation wards in hospitals, emergency service wards and toxicology stations that give information on the composition of consumed poisonous preparations and in complicate poisoning cases. The main principles are given for the prevention of injuries and poisoning in children and youth of all age groups.

409. KILÍKOVÁ, H.: Výchova k dopravnej disciplíne. /Education to traffic discipline./

Predškolská výchova, 36, 1981/1982, No.7, pp.13-14.

The author - a teacher - gives examples of traffic education in the individual components of education. Occupations aimed at developing the children's knowledge include a talk on traffic discipline and puzzles with the topic of traffic education. In physical education, the teacher concentrates on developing the children's speed, dexterity, motor activity, orientation in space and time.

The topic of traffic appears again in modelling when the children make various means of transport. In music education, the children determine the direction from which the sounds come, they distinguish persons or objects by the sound, they train swift reactions to sound signals. The education to traffic discipline should respect traffic conditions in the closest surroundings of the school. To win the parents for cooperation in the traffic education of children, the teacher prepared for them a teaching demonstration dealing with how and where the children should play with their toy vehicles.

410. SCHMIDT, T.: Die Verkehrskiste. /The traffic education box./

Der Schweizerische Kindergarten, 72, 1982, No.3, pp.3-6. 3 photographs.

The new aid prepared for nursery schools consists of two boxes containing various devices for traffic education. Nursery schools can borrow this aid against a fee for a certain period. The set contains models of pavements, zebra crossings for pedestrians, battery-powered traffic lights, the outfit for a traffic policeman, symbols of vehicles and the like. Instructions for the erection of the set and a handbook with the title "Traffic education begins in the nursery school" are enclosed. The teacher describes games with the new aid that has grown very popular.

7.6 Essentials of sports activities

411. FADRHONCOVÁ, J.: Elementární lyžování batolat. /Elementary skiing of toddlers./

Předškolská výchova, 36, 1981/1982, No.5. pp.26-28.

The author describes the experience from the district of Jablonec nad Nisou where the skiing of crèche children was introduced in the year 1971. A methodological sheet for the instruction of skiing in crechès was published already in the year 1975. The drill is made in three stages: familiarization with the skis and their accessories, skiing drill on an even ground, training on a slightly hilly ground and on a mild slope. The author has achieved good results in five years of skiing the whole year round (the children have an artificial skiing slope in the garden). The children have taken a liking to skiing and demand it. The children's outdoor stay has been lengthened. The children are more independent, more hardened, more developed from the motor viewpoint. The parents are satisfied with the results and promise to continue in the work started by the crèche. Some of the former crèche children are members of skiing clubs with good results.

412. FILEV, F.: Katerene, detsa, katerushki. /Climbing, children, ladders./

Preduchilishtno văzpitanie, 30, 1982, No.3, pp.12-16.
2 photographs, 2 tables.

The technique of climbing a ladder is very complicate. The author concentrated on the theoretical explanation of this motor activity. He has prepared an algorithm of this activity and proves that a child that is climbing up a ladder must have three points of support at any moment. The author concentrated also on the practice of climbing and the methods of training it. He describes his experience with various materials that can be used for making ladders for the children.

413. FRIDRICHOVÁ, B.: Otužování a plavání. /Hardening and swimming./

Predškolská výchova, 36, 1981/1982, No.6, pp.29-30.

The first prerequisite of successful swimming is everyday hardening by the air, sun and water. The children get into the hands of specialists - swimming instructors, the teachers help them. At first, the children learn to blow into the water, to immerse their faces, to dive. All this takes the form of play. Then they learn to float with a cork plate and without it. The movements of the legs used in the breast-stroke are learnt in the land drill at first. The instruction is given in two ten-lesson cycles. All children usually learn to float and thirty to forty-five per cent of them learn to swim.

414. GRANEC, K.: Lyžovanie predškolákov. /The skiing of preschoolers./

Predškolská výchova, 36, 1981/1982, No.5, pp.24-25.

The prerequisites for the achievement of good results in elementary training of children are the correct choice of the environment and the ground, the selection and lo-

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cation of side. It is also necessary to make the children accustomed to the environment (cold, snowing) and to the snow. Sliding and tobogganing are good preparation. The first skiing steps are made on an even ground and with the support of the teacher or the parents. The children learn turns, the climbing of a slope, making the herringbone on a mild slope, sidestep for climbing a slope, simple turns on an even ground.

415. KUČERA, M.: Sportování dětí. /Sports activities of children./

Rodina a škola, 24, 1982, No.10, p.11.

There are problems of two kinds at the present time. On the one side, selected individuals included in the system of sports training are under one-sided maximum load and, on the other side, more than half of all children lack opportunities to satisfy their need for movement. An analysis of the sponatenous motor activities of children between the ages of three and fifteen shows that the ball is the most attractive stimulus for children's play. The ball was chosen by 30.3 per cent of boys aged three to five (14.2 per cent of girls), 84.5 per cent of boyb aged six to nine (54.5 per ceht), 62.5 per cent of boys aged ten to eleven (80 p.c.) and 100 per cent of boys aged twelve to fifteen (80 p.c. of adolescent girls). With a view to the results of the study, the author arrives at the conclusion that all children need the ball as a stimulus for movement, that the ball becomes a means for the realization of the need for movement. This is the reason why the ball should be used more not only in sports clubs but also in school instruction and in the process of education in general.

416. NOVÁKOVÁ, M. - NOVÁK, J.: Zkušenosti z předplavecké přípravy v mateřských školách. /The experience with preparation for swimming in nursery schools./

Trenér, 26, 1982, No.10, pp.452-455.
1 table.

The sooner consistent instruction in swimming starts, the sooner the child learns to swim. If the child gets the preparatory instruction for swimming at the preschool age, elementary swimming instruction can be given in grades one to three with very good results. The authors present a plan of instruction supplemented by examples of swimming activities.

417. ŠŤASTNÁ, M.: Předplavecká průprava batolat. /The preparation of toddlers for swimming./

Predškolská výchova, 36, 1981/1982, No.8, pp.22-23.
2 photographs.

The article describes the experience from the crèche that belongs to the enterprise SECHEZA in Lovosice and has its own indoor swimming-pool. The children use the pool once or twice a week. The author describes games and activities that form the contents of the preparation for swimming: walking and jumping in water, ruffling of the water surface, games with a hoop combined with plunging the head under water, floating, ball games, riding on inflatable lifebelts. Every preparatory activity begins with some simple initial exercise and preparatory drill. A folding bathing-pool can be used in the garden in summer for the preparation for swimming.

8. SOCIAL AND EMOTIONAL DEVELOPMENT, MORAL EDUCATION

8.1 Socialization

418. GIUGNI, G.: L´amore e la comprensione: fattori di sviluppo della personalita del bambino. /Love and understanding - factors of the development of the child´s personality./

Scuola materna, 69, 1981/1982, No.8, pp.517-518.
4 refs.

The concepts of love and understanding are taken over in the meaning given to them by E.Fromm and their educational implications are developed into principles that the educators should adhere to.

419. HEGEROVÁ, V. - ČECH, M. - ŠRÁČKOVÁ, D. - KUBA, K.: Naše zkušenosti se systémem rooming in v Brně. /Our experience with the rooming-in system in Brno./

Československá pediatrie, 37, 1982, No.1, pp.36-38.
3 refs.

The authors conducted a survey at the Brno maternity clinic in the period between December 1978 and June 1979 that covered ninety children with full rooming-in, i.e.

the new-born children and their mothers were together day and night. The survey showed that there were no differences between maximum birth weight losses of fully roomed-in children and those of the control group. The new-born children of the roomed-in group have an advantage - they get more milk from their mothers. The difference starts to be significant statistically since the fifth day. The system of rooming-in is advantageous from the viewpoint of fighting the nosocominal infections. In conclusion, a comparison is made with the results obtained in the application of the system of half rooming--in that was introduced in Znojmo.

420. IVANOVOVÁ, L.: Mravní výchova v jeslích. /Moral education in the crèche./

Předškolská výchova, 37, 1982/1983, No.1, pp.7-8.

The aim of moral education in the crèche is to develop positive emotional links of the child, to secure the development of the child's character and to enrich social and moral experience of children, to teach them how to adjust themselves to the environment in which they live, to teach them gradually to distinguish what is correct and useful, to help them to get used to discipline and - to a certain extent - to independence in behaviour. The aim of moral education is to secure the child's gradual socialization and adjustment, to coordinate the developing feeling of self-identity with respect to social environment and thus to teach the children before they go to nursery school to respect the basic rules of social behaviour in their contact with adults and among themselves. The nurses fulfil the tasks of moral education in the cource of various daily activities. Therefore, when planning and preparing the daily programmes, the nurses should concentrate their attention on all kinds of children's activities from the viewpoint of the aims and requirements of moral education.

421. JIRÁSEK, J.: Až budu velký, ožením se s maminkou. /When I grow up I shall marry my mum./

Rodina a škola, 24, 1982, No.3, p.5.

The author of the article explains to parents the nature of a preschooler's idea of time and how the child's ideas of social roles in the world of adults develop. The parents can observe their children at play and find out easily to what extent they set a bad or good example to their children, they can learn something about themselves and about the effect of their educational treatment.

422. KUBA, K. - POHOŘELSKÁ, J. - ŠRÁČKOVÁ, D.: Prvni zkušenosti se systémem rooming in ve Znojmě. /The first experience with the system of rooming-in in Znojmo./

Československá pediatrie, 37, 1982, No.1, pp.33-35.
4 refs.

The authors investigated 135 new-born children at the maternity ward of the hospital in Znojmo in the period between 1977 and 1981. The system of half rooming-in was used in the care for these children, i.e. the children stayed with their mothers in the course of the day and were taken over to the new-born children's ward for the night. The results showed that there was no difference in the maximum birth weight loss between the children of the roomed-in group and those of the control group, the roomed-in children suckled more than those of the control group; there was no difference in the occurence of nosocomial infections. The mothers accepted this new method very positively, especially these that had their first child,

423. La figura maschile all´interno della scuola materna. /The masculine figure in the nursery school./

Scuola materna, 69, 1981/1982, No.3, pp.170-173.
2 figs.

This is an exceptional experience: a male teacher in today´s nursery school! The male teacher answers the questions of his four fellow-teachers from the Edolo nursery school. They discuss a wide range of problems and questions of the motivation of men for work of this nature, their prerequisites, education, the attitudes of female fellow-teachers and parents to the work of male teachers in nursery schools etc.

424. LEDVINA, J.: Příklady táhnou. /Examples work wonders./

Rodina a škola, 24, 1982, No.4, p.11.

The author of the article points out that not only parents and teachers play important roles in the child´s life, that anyone can become a model and an example under certain conditions. The child imitates not only external manifestations of behaviour but also kinds of behaviour under certain conditions, attitudes to critical situations and to all kinds of events, methods and techniques of solving them.

425. LISINA, M.: Vliyaniye obshcheniya so vzroslymi na psikhicheskoye zdorovye rebenka. /The effect of the contact with adults on the child's mental health./

Doshkolnoye vospitaniye, 1982, No.8, pp.43-47.

This is a summarization of the results of research studies proving the importance of the contact with adults for very young and preschool children. The need for contact with people in the surroundings can be observed even in sucklings. The adults that take care of the child should treat the child as a developing personality. Thus the hitherto inactive individual turns gradually into an active factor. Children that are provided with such social contacts show more initiative than children neglected in this respect. This shortcoming can be eliminated by intensive contact with an adult till the age of one. Between the ages of one and three, the contact with an adult has the nature of joint practical activity of a younger partner and an older one. A normal child tries to act like an adult. The child's ability to cooperate is of special importance as this is the age when the child usually starts going to the crèche. To a certain effect, the contact with an adult influences the child's ability to contact other children. At the age between three and seven, the child goes through a number of changes in its mental life and these changes influence the nature of contact with adults either directly or indirectly. Especially self-consciousness and growing curiosity should be mentioned here. It is necessary for the child's mental health to satisfy its need for a contact with adults in a degree corresponding to the child's age.

Adults should treat the child as a developing personality and not as an object of hygienic care.

426. LUKÁŠ, M. - MARK, M. - SRÁČKOVÁ, D.: Třetí pokus o zavedení systému rooming in v Jihomoravském kraji. /The third attempt at the introduction of the rooming-in system in the South Moravian region./

Československá pediatrie, 37, 1982, No.11, pp.658-659.

Another verification of the rooming-in system was made in Hustopeče (the third place after Brno and Znojmo in the South Moravian region.) The results showed the following: 1) the system can be introduced also in less favourable space conditions if the medical staff is able to create the necessary operating conditions. 2) Larger rooms with several beds are most suitable as a group of three to five mothers in the room develops a healthy competition in the care for their newborn babies. 3) The lactation develops most successfully if the mother tries to suckle the child immediately after its birth and then whenever the child demands food. 4) It seems simplest to introduce the full rooming-in system (day and night) in the whole ward at once.

427. MAŁYSZ, E.: O problemach dzieci najmłodszych. /Problems of very young children./

Wychowanie w przedszkolu, 35, 1982, No.2, pp.94-100.
2 refs.

The author discusses problems connected with the adjustment of very young children to the new conditions of life and to activity in the nursery school collective.

428. MILENSKI, I.: Sotsialno-nravstveni aspekti na priemstvenostta. /Social and moral aspects of continuity./

Preduchilishtno văspitanie, 30, 1982, No.5, pp.27-30.

The author states that the "crisis" felt by children after transfer from the crèche to the nursery school and from the nursery school to the primary school is connected with the suddenness of the change. This is why he suggests some concrete ways of facilitating the transition, such as a visit to the respective higher type of educational facility, observation of the work and activity of older children, correct methodological guidance in the daily programme etc.

429. OSTROVSKAYA, L.: Chtoby rosli optimistami ... /They should grow as optimists .../

Doshkolnoye vospitaniye, 1982, No.9, pp.55-60.

It is necessary for the child´s correct development to support its good, cheerful mood since the earliest childhood. This does not mean that the child should be given everything and that all its wishes should be fulfilled. The child experiences joy at play, over the accomplishment of an object, after overcoming a difficulty, in contact with its nearest people, with its peers etc. The author turns to parents and explains what conditions they should create in the family and enumerates occasions that can be used for bringing the children into a cheerful mood and developing a healthy optimism in them.

430. OSTROVSKAYA, L.: Semya - shkola chuvstv rebenka. /The family is a school of the child´s emotions./

Doshkolnoye vospitaniye, 1982, No.11, pp.61-67.

One of the tasks of nursery school is to develop in the children love for their parents, the children should learn to show their parents their consideration and care. However, this task cannot be fulfilled without the help of the parents. Consideration and care for the welfare of other people cannot develop without the example given by adults. A child that gets everything and is not expected to take any interest in the needs of adults becomes an egoist. The child should get to know the joys and difficulties of the adults, sympathise with them and try to help them. The child can express consideration and care if it is taught to sympathise with people in its surroundings, to respect their physical and psychic state. The child needs guidance here, needs to be told where and how to help. The care for younger brothers and sisters and older family members is of considerable importance here. The child should be made acquainted with its parents' success at work and taught to respect their work. Thus the child learns since early childhood that the relations in the family and in the society are based on mutual consideration and respect.

431. OTIPKOVÁ, B.: Adaptační reakce na pobyt v dětském kolektivu. /Adjustment reactions to the stay in a children's collective./

Predškolská výchova, 16, 1981/1982, No. 11, pp.10-13.

It has been observed in recent years that there is a growing number of children that suffer from social maladjustment and, as a result, fail in their personal and work relations. The way in which the child adjusts itself to the crèche environment signals how it will adjust itself to the wider collective in the nursery school, at school and especially in puberty in the specific environment of wider social groups. Such maladjustable child should be influenced educationally, psychologically and medically for the whole time of its childhood. Kinds of maladjustment behaviour are classified in the following groups: adjustment of children from unwanted pregnancies, from divorced families, problem families, families of alcoholics, encephalopathic children, i.e. children suffering from the syndrome of a light brain dysfunction, oligophrenous children, children dependent emotionally on the mother and introvert children. The causes of these defects are discussed in detail, their manifestations are described and their prevention is suggested.

432. PACŁAWSKA, K.: Poziom rozwoju umysłowego i społecznego dzieci wiejskich rozpoczynających nauke szkolna. /The intellectual and social development level of village children beginning to attend school./

Wychowanie w przedszkolu, 35, 1982, No.3, pp.137-143.
1 table, 12 refs.

The study that investigated differences in the development of village children was based on hypotheses advanced in professional literature. The experimental group comprised 186 children and the control group had 143 children. The biggest differences in intellectual abilities were observed in logical judgement (the results of village children were lower by 23 per cent).

433. PLZÁK, M. - FRÝBOVÁ, Z.: Chování dítěte v rozvodové situaci. /The child's behaviour in a divorce situation./

Děti a my, 12, 1982, No.1, pp.12-14. Cont.2.
2 photographs.

This is an analysis of the child's behaviour towards its parents at a time when they arrange a divorce, with a view to various types of the parents' personalities. A pedantic father and his behaviour towards the child are analysed; the child is usually glad to leave such a father after the divorce. A pedantic and hysterical mother is described. The child leaves a hysterical mother easily after the divorce and if it stays with the mother, it usually gets estranged from her in the puberty and leaves her after reaching maturity without ever coming back to her. If the child has an unimposing father that obeys his wife in everything, the marriage seems to be peaceful and the children live in an orderly family. However, an immature wife feels contempt towards her husband and most children fail in this situation. The children take over their mother's superior and contemptuous attitude and the man loses the respect both of his wife and his children. The same fate meets a schizoid man. Children's reactions to parents that are anomalous, alcoholics or drug addicts are described. The child takes different attitudes to an alcoholic father and to an alcoholic mother. Studies show that the children of alcoholic parents tend to forgive their parents in maturity and to make excuses for them. The child's attitude to parents' jealousy is analysed. The child usually treats such parents with suspicion - it is not pleasant for the child to hear one of the parents accuse and disparage the other parent. The children have a positive attitude to an adequately strict and self-assured father, who is also merry and broad-minded, and to a strong and smiling mother - the partners do not divorce if there is humour and tolerance in the family.

434. RUBÍN, A.: Dítě v rodině. /The child in the family./

Děti a my, 12, 1982, No.1, pp.3-4.
   1 photograph.

The problems of raising a child in the family arise ever since the conception of the child. The family is the most important element in the environment in which the child develops. The development of an individual is a very complex process. The family plays various roles in the care for a child that develops successfully from the physical and mental viewpoint. Some incorrect educational procedures applied in the education of the child in the family are discusses (excessive protection of the child, removal of all obstacles, the parents´ selfishness and indifference, authoritative attitudes towards the child). The principles of correct family education include family planning, friendly atmosphere in the family life, the effort to give the child everything that is necessary but not to protect it where it may meet an obstacle - this is the only way to stimulate the develpment of abilities and possibilities that the child really has and that would otherwise remain hidden.

435. SCHAFFER, H.R.: Sozialisation und Lernen in den ersten Lebensjahren. /Socialisation and learning in the first years of life./

Zeitschrift für Pädagogik, 82, 1982, No.2, pp.192-202.
   22 refs.

In fact, the child is "taught" by its parents (and especially by its mother) ever cince the first days of life. The article points out some problems and facts. There is an effort to solve them in the group of "socialisation" and "learning" problems. Stress is put on the mutuality between the mother and the child, on the mutual firm connection (Bindung) that should result in the interactive nature of social behaviour. An analysis is given of the mother's and the child's roles and accompanied by detailed reflections on the mother-child interaction in the first year of the child's life. These lead to promoting the continuity between the "instruction" and education at home and controlled instruction and teaching at school.

436. Uspołecznienie dzieci w przedszkolu w Les Grands Clos w Dreux. /The socialisation of children in the nursery school in Les Grands Clos in Dreux./

Wychowanie w przedszkolu, 35, 1982, Nos.7/8, pp.410-414.

This is a translation of an article that appeared in the French periodical Dossiers Pédagogiques, 1980, which is published in Cannes. It describes joint activities of nursery school children (preparation of a carnival and other celebrations) aimed at breaking the barriers that existed between children of different classes and at developing the children's socialisation.

437. VANČUROVÁ, E.: Co s tvrdohlavým dítětem? /What to do with a stubborn child?/

Děti a my, 12, 1982, No.4, pp.9-11.
3 photographs.

This is a reflection on the specific features of raising a stubborn child. A characteristic of a stubborn child is given. This is continued by instructions on how to avoid and alleviate conflicts with the child. The prerequisites and conditions that create conflict situations in the family are analysed. The age of defiance begins in the second or third year of life - this is the peak of stubbornness in the child´s development. The stubbornness takes on milder or more acute forms, depending on the child´s nature, its demands made on the surroundings and the overall situation. Rage is evoked in young children by forced restriction, frequent prohibitions, interference with their play, by breaking their activities or frustrating their wishes. The family setting in which manifestations of children´s rage and spite are most frequent is characterised. Negativism may be caused also by weakening (fatigue or illness, disturbed daily routine, bad sleep). The manifestations of negation are more subtle by the end of preschool age. Much of children´s defiance is based on an effort to gain independence, without being directed against the adults. A decline in defiance at a later age can be explained by the fact that an older child understands better what is expected from him or her. The correct behaviour of parents is important for the child´s behaviour (neither excessive strictness, nor excessive indulgence are desirable). Some unsuitable procedures that lead directly to negativism are described. It is necessary to restrict the number of prohibitions and orders. The main prerequisite for the accomplishment of the educational aims is a good relationship between the child and its parents, mutual understanding and confidence that are the source of natural, informal authority.

438. ŽÁKOVÁ, H.: Zařazování cikánských dětí do zvláštních škol - vliv těchto škol na sociální adaptaci. /Gipsy children attending special schools - the effect of these schools on social adjustment./

Otázky defektologie, 25, 1982/1983, No.1, pp.10-18.

A Gipsy child must overcome more conflict situations than other children when it comes to school. It must learn to control its time in keeping with its duties although it was not used to anything similar; master new hygienic habits; restrict the manifestations of emotions, suppress emotions; overcome difficulties arising from its bad knowledge of the language and limited vocabulary; concentrate on unusual activities the sense of which is understood neither by the child nor by its family members; restrict and suppress rich motor impulses; prepare books and other things for school by itself; protect its school things from its brothers and sisters; compensate for the small interest its parents show in its school work and school attainment; make up for the lack of skills that the other pupils have developed - holding a pencil, submitting to remote control and the like. A number of these stress situations can be prevented by sending the child to nursery school or, at least, to the transfer class of nursery school. The author of the article refers to a research study that showed clearly the positive effect of nursery school on the school readiness of Gipsy children - at a 5 p.c. level of significance.

439. ZHELESKU, R.: Psikhologicheskiye usloviya adaptatsii.
/Psychological conditions of adjustment./

Doshkolnoye vospitaniye, 1982, No.6, pp.32-33.

The child's adjustment to the crèche is influenced by the nature of family education and the level of the child's contacts with the people in its surroundings. The aim of the research survey described in the article was to investigate the characteristic features of children that get used to the crèche with relative ease. Children between the ages of twelve and twenty-four months that had just come to the crèche were observed at home and in the crèche. They could be divided into three groups with respect to their behaviour. The first group included children that adjusted themselves relatively quickly to the new environment. They made quickly friends with the nurses and with the experimenter. They expected toys from the adults, demanded from the adults to show them new activities. They expressed their positive attitude to adults by showing them toys and the like. The children of the third group that had difficulty with getting used to the crèche behaved to the staff in a way similar to what they were used to at home. They wanted the nurses to occupy themselves with them, to carry them, to caress them. They demanded the emotional form of contact. They were not able to occupy themselves with toys. The results of the research survey show that one of the psychological causes of some children's difficult adjustment to the crèche may be the fact that the emotional form of contacts that they use does not correspond to their age. This is why it is necessary to teach the child since the end of its first year of life to pass over to the handling of objects together with the adult. The child should have an opportunity of overcoming difficulties independently. The adults should encourage and win the child over for joint activity.

8.2 Emotions: reward and punishment

440. IVANOVA, L.: O nakazaniyakh. /Punishment./

Doshkolnoye vospitaniye, 1982, No.4, pp.62-66.

First of all, it is necessary to avoid unnecessary prohibitions. The children´s emotional response or emotional deafness to the instructions and orders of the adults develops at an early age. A child that hears only prohibitions becomes either unable to act for itself, cowardly, or it gets into the habit of making things go its way; it begins to refuse everything that comes from an adult. It is always necessary to try and discern the motive of the child´s behaviour and to decide for punishment only then, in an extreme case. First of all, it is necessary to explain to the child the principle and consequences of its behaviour. A younger child may be punished by a changed expression in the adult´s face, a changed tone of voice, a talking to. Older children should get a more serious talking to, the adult should express his or her disappointment etc. It is inadmissible to threaten, beat, shout at or frighten the child. The essence of punishment is feeling one´s own blame, not obedient submission. The aim cannot be the adult´s authority and the child´s obedience. The aim is correct education.

441. MEIER, J.H.: Corporal punishment in the schools.

Childhood Education, 58, 1981/1982, No.4, pp.235-237.

The author refers to the fact that corporal punishment is still used in American schools and the law does not protect the children against it sufficiently. He mentions that there are even some educators who suggest that mild corporal punishment should be allowed at schools. Referring to the research conducted by foremost psychologists and to the humanistic mission of school, he calls for the abolishion of corporal punishment.

442. Metla zákonem zakázaná. /The ferule that is prohibited by law./

Děti a my, 12, 1982, No.2, p.23.
1 fig.

In the International Children's Year, maximum attention was paid to the problems of children and to all aspects of the education of children and to the provision of living conditions for their development. The parenthood law that was updated in Sweden on July 1st, 1979 contains an article forbidding the abuse of children. Studies conducted by children's psychologists and psychiatrists show that long-term exposure of children to corporal and psychic punishment damages and disturbs the child's social adjustability to the environment and thus it disturbs gravely the development of the child's personality. Psychic punishment is included here (frightening, cruel ridicule and ice-cold indifference in treating the child). The consequences of the abuse of children last till maturity and leave such persons considerably instable, from the psychological viewpoint.

8.3 Development of character traits, moral judgement and qualities

443. BASSO, A.: Aspetti psicopedagogici dello sviluppo morale

dal bambino. /Psychological and educational aspects of the child´s moral development./

Scuola materna, 69, 1981/1982, No.9, pp.567-574; No.10, pp.641-644.
10 refs.

The first section is devoted to psychological problems of moral development and presents a comparison of the main psychological trends: psychoanalysis, the theory of learnt answers (according to the stimulus-reply pattern), Piaget´s and Kohlberger´s developmental psychology, Alporto´s "humanistic" psychology. The second part of the article discusses educational aspects with a view to the aims, contents and forms of the educator´s intervention in the development of the child´s moral ideas. The author is obviously inspired mainly by Maritain´s personalism.

444. BLIME, F.: Les interdits et nous. /Prohibitions and we./

L´éducation enfantine, 1982, No.1; pp.11-14.
2 photographs.

This is one of a series of articles appearing in this issue and dealing with the problem of authority in education from the viewpoints of various branches. The author discusses the conditions in which prohibitions may bring positive results in education; an important role is played here by respect to children and adults alike.

445. COJ, S.: Slovo o materi. /A word about mother./

Doshkolnoye vospitaniye, 1982, No.3, pp.17-18.

The author describes the methodological procedure in the education for love and respect for the mother. Children of early preschool age can play various didactic games, such as the game "Let´s feed the doll" in which the children imitate the mother´s loving care. Later the teachers talk with the children about the mother and her work. It is possible to make use of works of art and fiction. The teacher makes older children acquainted with the participation of women in political and public life. Here it is suitable to use local examples of the best workers, artists etc. The result of all this work is the celebration of the International Women´s Day.

446. COMPAGNONI, C.: Morale e religiosità nella fiaba. /Morale and religion in fairytales./

Scuola materna, 69, 1981/1982, No.15, pp.974-976.
1 fig., 13 refs.

The ethical problems of fairytales and principles of the use of fairytales in education are analysed on the basis of Piaget´s formulation of the phases of the child´s ethical development. The author warns of excessive application of "conclusions" from concrete fairytale stories in life, of developing the child´s passive attitude to the educator. It is necessary to seeks forms of participation and experiencing in which the ethical "message" of the story is given to the children immediately and unobserved.

447. HAVLÍNOVÁ, M.: Předpoklady morálního vývoje dítěte. /Prerequisites of the child´s moral development./

Děti a my, 12, 1982, No.3, pp.8-10.

The problems of the child's moral education are discussed. The moral education of a school child is built on the emotional basis of the child's personality that is changed into a higher cultural value. Morality is based on love, on respect for man. This is why it is necessary to love one's child unconditionally and to respect the child's emotional and moral needs. The first moral feeling is sparked in man spontaneously by an example, be it a good or a bad one. The overwhelming method of all social learning at preschool age, namely imitation of what the child saw adults do, increases the significance of any example of behaviour provided by the parents. However, all this is not sufficient at school age for three reasons, namely: 1) The child's life experience and the social process at school are extended and intensified. 2) Higher functions of thinking start developing. 3) The rich imagination of the preschool child is intensified at school age by the ability of its volitive control and partial subordination to thinking. The combination of all these three psychic prerequisites makes it possible for the young school child to understand the basic sense of people's behaviour and to demand a developed form of its justification. Parents have prerequisites for winning the child over to accepting the moral meaning of their instructions. The most valuable socialisation experience of the child for its whole life is the knowledge that its position at school is ambivalent. Thus the parents of a school child must count with two social organisms that occupy, influence and keep the child outside its home: the school and the group of the child's peers that the child feels it belongs to. The parents may influence the child and keep contact with the child through "remote connections" operating in the child's mind even when the child is away from its home. In this case the parents must show their trust, supplemented with control. The trust in the child and parental authority make it possible for the rules of behaviour impressed on the child by its parents to be valid even at a time when the child acts on its own, in its own world.

448. ILIEVA, M.: Zavisimost na samootsenkata ot pedagogicheskata otsenka. /The dependence of self-appraisal on the teacher's appraisal./

Preduchilishtno văspitanie, 30, 1982, No.5, pp.14-16.
2 tables, 9 refs.

The author presents the results of a research survey that she conducted in art occupation in nursery schools. She chose art occupation because the result is a concrete product. She compared the results of the children's self--appraisal, the appraisal by adults and the results of the children's activities. The teacher's appraisal is most effective as it comprises both the concrete result and the children's individual abilities.

449. KATAYEVA, A. - BUDNITSKAYA, I.: "Trudno" i "legko". /Difficult" and "easy"./

Semya i shkola, 1982, No.11, pp.33-35.

The child's will develops in the overcoming of obstacles. The child's activities can be divided into two categories. The first group includes those activities that the child cannot master without the help of adults and the second group comprises those activities that it can master by itself, with the use of previous experience. The first kind of activities and also difficulties that must be overcome and mastered are those connected with the acquiring of knowledge, skills, rules of behaviour etc. (washing, dressing). Then there are spontaneous activities in which the child assigns itself a new, difficult task (at play, in building a complicate structure etc.). The adult should be able to distinguish the kind of activity. In the first case it is necessary to teach the child with patience, to show the activity and carry it out jointly with the child, thus enabling the child to master the required activity exactly. In the second case it is necessary to support the child's initiative, its will to accomplish something; the adult can hint, advise a way of solution. Once the child has mastered the basic knowledge and skills, it can perform other activities independently, on its own initiative. This is the correct way of developing the child's volitive qualities, its intellectual abilities and purposefulness in behaviour. All this is a prerequisite of the child's readiness for school.

450. LANGMEIER, J.: O úctě ke stáří očima dítěte. /Respect to the old age through the child's eyes./

Děti a my, 12, 1982, No.4, pp.21-22.
2 photographs.

The problems of educating the child to respect to old age are complicate because the child's understanding of the peculiarities and problems of human age remains limited for a long time. Sermonizing and instructions bring no results as the child does not grasp them. Respect to old people begins actually with respect to every human being, to the parents, members of the child's family and to the child itself. In his Informatorium of the nursery school, Comenius mentions the example of the humanist F.Melanchton, who bowed to the children after entering the classroom as he saw in them the promise of future greatness. Albert Schweitzer considers the respect to everything living to be the basic principle of education. The effect of excessive idolization of the strength and beauty of youth is felt nowadays and the advantages of old age fall into oblivion. Old people help to extend the time perspective of the child´s experience (by telling the child about the childhood of its parents) and widen the child´s living space. They take over "reserve" and "supplementary" functions in the child´s education. Where there is a good relationship between the parents and grandparents, the observation of mutually rendered help gives the child the best school of effective and obliging cooperation in which the child will participate later. Grandparents who weaken the parents´ authority and disturb the unity of education, as well as parents who create an atmosphere of conflicts with the older generation, endanger the children´s emotional and moral development. Božena Němcová´s ideal of a grannie - the ideal of a wise old woman, who gives to the children so much of her wisdom - is an ideal that is valid even in the contemporary society.

451. NEVRLÁ, E.: Vzdor a pokus o jeho riešenia. /Defiance and its elimination./

Predškolská výchova, 36, 1981/1982, No.11, pp.1-4.
1 table, 6 refs.

This is information about a research study that was concerned with the occurrence of défiance in 2238 children attending twenty-two nursery schools. Out of this number, 136 children were described as refractory, i.e. 6 per cent. A questionnaire and a semistandardised interview were used. The boys were refractory more often than the girls. The number of refractory children declines with increasing age. The highest occurrence seems to be between the third and fourth year of age. The higher the mother's education, the less frequent is the occurrence of defiance. Relatively more refractory children were advanced intellectually. The only children seem to be refractory more often. Children that are described as refractory are popular with other children for their initiative and activity. The teachers's replies contained the same well-tried methods for overcoming the defiance and refractoriness: it is recommended to ignore the child seemingly, to give the child a good talking-to when it calms down, to try and distract its attention. Some advice is given for the prevention of refractory and defiant behaviour.

452. OSTROVSKAYA, L.: Izbalovannyi rebenok. /A spoilt child./ Doshkolnoye vospitaniye, 1982, No.5, pp.58-63.

The increasing standard of living makes it possible for children to grow in conditions of maximum comfort. The main reason for spoiling the child is the adults' inability to direct the child's wishes in the desirable way and to develop in the child the feeling of what is possible, what is necessary, what is permitted and what is forbidden. Insufficient demands made on the child by adults help to develop in the child the feeling that everything is permitted. The child develops a feeling of exceptionality, superiority over others and this is why the child orders the others about, cannot stand resistance. A child like this finds it difficult to integrate itself in the children's society and it experiences special difficulties when it starts going to school. Improvement is difficult. It is necessary for the parents of a child like this to realise what mistakes they make and to change their attitude to their child's wishes and demands.

453. OSTROVSKAYA, L.: Rukovodit nravstvennym razvitiyem rebenka. /Guiding the child's moral development./

Doshkolnoye vospitaniye, 1982, No.1, pp.58-62.

The child meets examples of correct as well as incorrect behaviour in practical life. Every child is interested in what is new and unusual but it is difficult for the child to distinguish what is correct. This is why it is necessary to develop in children since their early childhood the basic notions of what is correct, what is permitted, what is necessary and what is forbidden. Children of preschool age take over the evaluations of adults. Their trust must be reinforced by the examples set by adults. The adults' behaviour must be in keeping with the evaluation that they present to the child. Teaching correct behaviour to the child must be accompanied by moral judgement. The child's knowledge of the surrounding world widens at the age of about six years. The tasks of moral education increase in connection with this: it is necessary to develop emotions such as love for the native country, for the native region, for the defenders of the native country, for the representatives of the state.

454. OSTROVSKAYA, L.: Vospitaniye berezhlivosti. /Education to economy./

Doshkolnoye vospitaniye, 1982, No.3, pp.18-24.

The education to economy, to a considerate relationship to values created by the society is a problem of social and ethical importance. This is why it should begin in the nursery school. The author describes situations and examples that can be used for teaching preschool children a considerate relation to toys and objects they handle, to the nature, for teaching them care and neatness in work and in their relation to their surroundings.

455. PRUS-WIŚNIEWSKA, H.: Z zagadnień kształtowania postaw społecznych. /Problems of developing social attitudes./

Wychowanie w przedszkolu, 35, 1982, No.6, pp.292-295.
2 refs.

The author concentrates on problems of moral education, of developing the child's attitudes to its own family, its feeling of duties and its need for work, its attitude to social property, the importance of human cooperation, good and evil in the behaviour of people. This is supplemented by examples of topic-oriented talks with children.

456. SPINI, S.: L'educazione morale nella scuola materna. /Moral education in the nursery school./

Scuola materna, 69, 1981/1982, No.16, pp.1038-1041.
4 refs.

The author asks the question whether moral education is possible in the nursery school. The answer is positive. What follows is a description of the methods of work and principles that the educator should adhere to (moral criteria are passed to the child from the "outside", they necessitate constant and continuous presentation of clear examples of moral values and moral behaviour, activity that is interesting for the childrym and that can be guided, a combination of tenderness and strength, of authority and freedom). In conclusion, the author discusses the links between moral education and other aspects of preschool education.

457. TEPLYUK, S.: Ob opryatnosti i akkuratnosti. /On orderliness and care./

Doshkolnoye vospitaniye, 1982, No.6, pp.64-68.

These qualities should be instilled into the minds of children since their earliest childhood. It is much better for the child and for its nervous system to acquire directly the desirable forms of behaviour, to reinforce them than to have to be re-educated later. Changing the already formed stereotypes is alwaysdifficult. The author turns to the parents and describes ways in which it is necessary and possible to develop and reinforce these qualities in everyday activities ever since the earliest childhood. Older children should be led to the knowledge that if they master some skills, they can help the adults, take care of the younger ones and the like. Thus the child learns to show attention and consideration to others, which is a positive feature of the personality.

8.4 Relations among children; education of a children's collective

458. Alla barn borde få en lugn och mjuk övergång. /All children should be enabled a peaceful and smooth transition./

Förskolan, 65, 1982, No.6, pp.16-18.

Every change leads to a mental strain in a young child. It is recommended to give the child enough time for adjustment to the new duties and routines in the transition from its home to the nursery school or from its home or nursery school to school.

459. BLOSHCHITSINA, T.: Vozmozhnosti formirovaniya detskikh vzaimootnosheniy v podvizhnykh igrakh. /Possibilities of developing mutual relations among children in locomotive games./

Doshkolnoye vospitaniye, 1982, No.12, pp.26-29.

Locomotive games create conditions for developing the moral qualities. The selection of methods of educational work should be made with a view to the nature of activities that form the basis of the respective game. Games can be classified in the following way: 1) Games in which activities do not make children dependent on other participants. Each of the children tries to fulfil its task as quickly as possible. 2) Games in which cooperation is necessary for the accomplishment of the game task. Here either one of the participants competes with the whole group or a smaller group competes with a bigger one (e.g., hunters and animals). If the smaller group wants to win, cooperation of all its members is necessary. 3) Competitive games in which the success of the whole group depends on the performances of all children. The nature of mutual contacts changes in the course of games from situational ones to complex ones where it is necessary to coordinate activities. It is recommended to organize joint games in smaller groups at first, to appreciate the behaviour of each child, to see to it that the children adhere to rules. The mastering of rules of behaviour in the course of locomotive games develops the children's activity, it teaches them to organise their leisure. These results manifest themselves not only in locomotive games but they also influence the mutual relations among children in the course of other activities.

460. *Calendario e orario scolastico.* /The school calendar and timetable./

Scuola materna, *69*, 1981/1982, No.13, pp.841-849.
 1 photograph.

The editors conducted a public survey concerned with the present-day organisation of the yearly and daily programme in state-run nursery schools and collected suggestions for changes. There seems to be one question in the foreground, namely whether the time that the children spend in the nursery school (the school is open for eight to ten hours a day for eleven months of the year) is not too long and whether it does not lead to a deformation of family education, which is irreplaceable.

461. DINCHIYSKA, S.: *Za potrebnostite i motivite na obshtuvane.* /The needs and motives of contacts./

Preduchilishtno văspitanie, *10*, 1982, No.2, pp.4-7.
 2 photographs, 2 refs.

The needs and motives of contacts are not identical with the needs and motives of behaviour. The author analyses the results of her research studies and states that there are considerable differences in children going to day nursery schools and those attending nursery schools that provide week-long care. These differences are of qualitative as well as quantitative nature and they concern the work, personal and cognitive contacts of children. The best results areachieved when the children can contact one another as well as adults, primarily their parents.

462. ENEVA, G.: Vzaimootnosheniyata na detsata v preduchilishtna văzrast. /Mutual relations among preschool children./

Preduchilishtno văspitanie, 30, 1982, No.1, pp.9-13.
1 photograph, 29 refs.

Preschool age is a period od the child's intensive socialisation. It is necessary for its normal course that the child can meet its peers and that its relations to adults are normal. The author discusses these two conditions of the child's socialisation. She analyses the child's relations to its peers - at play, in learning and at work. The child has its place among its peers and has a feeling that it is a member of the group with equal rights as the others. This determine the child's relationship to others and helps to develop mutual relations in the collective and to the development of moral behaviour.

463. GUZ, S.: Uwarunkowania poziomu aspiracji dzieci sześcio-siedmioletnich. /The conditioned level of aspirations of six- and seven-year-olds./ Continued.

Wychowanie w przedszkolu, 35, 1982, No.9, pp.443-450.
3 tables.

This experimental survey covered 162 children ending their attendance of preschool facilities at the age between 6 and 7. The introductory characterisation of the problem is followed by the second part of the article published in No.10.

464. GUZ, S.: Środowisko wychowawcze a poziom aspiracji. /The educational environment and the level of aspirations./ Final part.

Wychowanie w przedszkolu, 35, 1982, No.10, pp.509-515.
5 tables, 16 refs.

The experimental survey that the author conducted covered 162 children between six and seven. The author presents the results, especially the relations between: 1) success or failure in various activities and the level of aspirations; 2) group standards in the level of aspirations and the individual level of the child's aspirations; 3) the social situation (time spent in the nursery school, family status etc.) and the level od aspirations.

465. KÁBELE, F.: Postižené dítě a sourozenci. /The handicapped child and its brothers and sisters./

Rodina a škola, 24, 1982, No.6, p.11.

The attitude of healthy children to their handicapped brother or sister should be natural and matter-of-course. However, the parents must find a suitable degree and form of the help to the handicapped child by its healthy brothers and sisters and their friends.

466. OSTROVSKAYA, L.: Rastit kollektivistov. /Educating collectivist children./

Doshkolnoye vospitaniye, 1982, No.2, pp.53-59.

The preparation for school entails the development in children of positive habits of behaviour to their peers. Every child needs to find its place in the collective, to be recognised by other children. The family is the first collective in the child's life. Where the child is an equal family member, where it gets to know joint work and shared worries and does what is in its power to fulfil moral and work duties, there it has good prerequisites for the development of collectivist character traits. The first sympathies between children can be observed at preschool age. They develop from purely emotional motives. It is necessary to follow sensitively children's friendships and to give them a positive orientation. Otherwise they could shift to egoism, domineering or submission.

467. POUSETTE, M.: I förskolan ska barnen rustas för hela livet. /The nursery school is a component part of the child's preparation for life./

Förskolan, 65, 1982, No.7, pp.16-17.
4 photographs.

The first confrontation with a group and the child's integration into the group is of considerable importance for the individual's relationship to group later in life. The family and parental support are necessary in this respect.

468. PRUSÍKOVÁ, E.: Míša má narozeniny. /Mike has a birthday./

Děti a my, 12, 1982, No.2, p.32.
1 fig.

This is advice to parents on how to help their child to organise a birthday party, how to plan it in advance, what entertainment to prepare, what games, competitions, puzzles to choose, how many friends to invite. The parents get to know their child's friends better and teach their child the role of a host. Some recipes are added that the parents can use in the preparation of the birthday party.

469. ŘEHÁKOVÁ, K.: Kam sa rády vracajú ... /They like to come back there .../

Učitelské noviny, 32, 1982, No.19, p.7.

The nursery school and its role in the cementing of groups and collectives, the education of a children's collective to the understanding of rights and duties, the relationships between advanced and neglected or handicapped children are topics that the author discusses in the article.

470. STOYANOVA, K.: Svoeobrazie na motivite za drushba. /The specific motives of friendship./

Preduchilishtno văspitanie, 30, 1982, No.4, pp.11-13.

The author investigated the problem and concentrated on difficulties in guiding friendly relations among children and on the nature of these relations. She came to the conclusion that there exists a mutual relation between the realized motives and the really existing ones. She also analysed the problem of the effect of realised motives in the selection of partners for joint activities.

471. ŽARNOVIČANOVÁ, M.: Utváranie mravných noriem u detí. /The development of moral standards in children./

Predškolská výchova, 37, 1982/1983, No.1, pp.14-17.
2 refs.

The article brings information about psychological studies concentrating on the peculiarities of children´s moral development. The positive appraisal of the child by the adult influences the formation of its social contacts. If the adult respects the individual peculiarities of children, their mutual relations contain mostly elements of positive manifestations. Negativistic reactions of the adult to the children´s behaviour decrease their social activity, the children turn aggressive and conflicts arise. The need for social appraisal of the person´s behaviour as a factor of the development of the personality´s social activity was investigated by T.S.Schastna in unpopular five- to six--year-olds. When the teacher stressed conspicuously her positive attitude to these unpopular children for seven days, the attitudes of other children in the group changed. Unpopular children became more active, they began to communicate more with the others. The popularity gained on the basis of the adult´s positive appraisal is not permanent but the experiment shows the significance of the teacher´s attitude to unpopular and little active children.

8.5 Education to the scientific world outlook

472. ANTONIČOVÁ, I.: Oboznamovanie detí so živou a neživou prírodou. /Making the children familiar with organic and inorganic nature./

Predškolská výchova, 36, 1981/1982, No.9, pp.24-25.
1 photograph, 3 refs.

The formation of the scientific world outlook is a long-term and complex process that is influenced by many factors. Only its prerequisites can be formed at the preschool age. The world outlook begins to take shape through getting acquainted truthfully with the reality and acquiring the basic attitudes and forms of behaviour. Many of the elements of the world outlook that the child acquires in early childhood influence the further development of its personality. This is why it is necessary to help the children reveal the mutual relations between objects and phenomena, their conditioning, the developmental process in nature and in their surroundings. It is most suitable to make the children acquainted with the nature. The immediate contact with the nature and experience with the individual phenomena supply the child with concrete information that forms the basis of the generalised knowledge that the world is material, that everything develops in the course of time and that the changes that occur are conditioned by their causes and that they are interdependent. This knowledge is the starting point for a dialectical understanding of nature and the basis of a scientific world outlook.

473. IVANOVA, D. - POLEGANOVA, M.: S lyubov i vyara kăm podrastvashtoto pokolenie. /With love and trust in the young generation./

Preduchilishtno văzpitanie, 30, 1982, No.6, pp.15-18.
7 refs.

The authors deal with the importance of G.Dimitrov's ideas for the communist education of the young generation. They point out his advice to young people, children and pioneers. They stress Dimitrov's ideas of the intellectual development and the work with the book. His ideas of access to educational work are significant and permanently valid.

474. RAKOVÁ, M.: Vychovávame. /Educating./

Predškolská výchova, 37, 1982/1983, No.2, pp.9-10.

The preschool age is a period in which the prerequisites for a scientific world outloook are formed. Cooperation between the nursery school and the family is desirable. The starting point for the formation of a scientific world outlook is the development of knowledge. The teacher makes use of the phenomena that are near to the children, such as changes in the nature, care for plants and the like.

8.6 Education to socialist patriotism and internationalism

475. KLIMOVA, M.: Detyam o V.I.Lenine i yego soratnikakh. /About V.I.Lenin and his fellow-workers for children./

Doshkolnoye vospitaniye, 1982, No.4, pp.10-13.

The cultivation of love and respect to Lenin is connected with the formation of ideas of his life and work. The author mentions pictures and works of fiction that can be made use of in making the children familiar with the individual parts of Lenin's and his fellow-workers' lives.

476. KRAUSOVÁ, J.: Výchova lásky k domovu. /The cultivation of love for the native place./

Predškolská výchova, 37, 1982/1983, No.2, pp.10-11.

The teacher of a Lidice nursery school describes how she makes the children acquainted with their native place and the tragical events that took place forty years ago.

477. STREJČKOVÁ, O.: Naše děti musí žít v míru. /Our children must live in peace./

Predškolská výchova, 16, 1981/1982, No.9, pp.3-4.
2 photographs.

The author describes how it is possible to talk with the children about the necessity to preserve peace while they arrange new materials on the bulletin board.

478. TIMONIN, A.: Vospityvayem patriotov. /The education of patriots./

Doshkolnoye vospitaniye, 1982, No.6, pp.62-66.

This is a description of the experience of a teacher training school that combines the appeal to the emotional and intellectual sphere in the education to patriotism. The school makes use of the combat traditions of heroes of the Great Patriotic War, the example of teachers who were its direct participants. The museum of combat glory that has been set up at the school concentrates mostly local materials. A council of selected students works in the museum and supplements the exhibited materials, publishes a bulletin, prepares routes for marches to memorable places.

8.7 Developing a positive attitude to work

479. BĂDICĂ, G.: Formarea deprinderilor de muncă intelectuală

În grădinită. /Developing the habit of mental work in nursery school children./

Revista de pedagogie, 31, 1982, No.11, pp.44-47.

The described experiment concentrated on groups comprising small numbers of children (two or three) and the starting point was the knowledge of the child's individuality, the application of work "instruction" in keeping with the requirements laid down in the curricula, and the adequate dosing of tasks in accordance with the child's individuality. The experiment was conducted in the school years 1979-1980 and 1980-1981 and led to the conclusion that the nursery school is a suitable environment for the initial acquiring and automation of the habit of mental work but only under the condition that the teacher finds a differentiated approach to each child in keeping with the child's individual characteristics.

480. HAVRANOVÁ, M.: Nové materiály v pracovní výchově. /New materials in the work education./

Predškolská výchova, 16, 1981/1982, No.6, pp.27-28.
2 photographs.

The author describes experience with the use of polystyrene as a new material in work education. This material has the advantage that nails can be driven into it quite easily and that the hammering makes no noise. Geometrical figures prepared by the teacher are supplemented with shapes made of colour foils and foam rubber. The children make figures, houses, animals, vehicles and the like.

481. SEDLÁČKOVÁ, J.: Dnes ještě jinak. /In a different way today./

Učitelské noviny, 12, 1982, No.19, pp.6-7.

The role of work education in nursery school activities is described. Work education is a means of making the children familiar with the work of various trades and developing their skills.

482. STEPANOVA, N.: Rastit detey rabotlivymi. /Developing willingness in children./

Doshkolnoye vospitaniye, 1982, No.1, pp.63-64.

A considerate attitude to people is one of the principles of the moral code of builders of communism. The cultivation of this quality necessitates the creation of conditions of mutual consideration and care in the family. The child can show care for the others if it has mastered a sufficient number of work habits. The child acquires work habits in its play when it imitates the activities of adults. Besides, it is necessary to organize simple work of the children jointly with adults. Thus the child finds out that it can be useful with its activity and feels satisfaction. The reading of suitable passages from the literature and examples described there strengthen the child's effort to be useful and to help the others.

483. ZÁTOPKOVÁ, M.: K plánování pracovní výchovy. /The planning of work education./

Predškolská výchova, 16, 1981/1982, No.9, pp.11-13.
1 table.

The development of a positive attitude to work is a long-

-term gradual process that begins with the first work acts in the family and develops systematically in the nursery school. Work education should be planned with respect to the individual tasks laid down in the Programme of educational work from the viewpoint of their nature. They can be divided in the following way: 1) Continuous tasks that repeat continuously and are parts of the daily routine, such as self-attendance, tidying-up, some work connected with growing plants. 2) Short-term tasks where the result can be seen immediately. These include work with technological materials. 3) Long-term tasks represented mostly by the growing of plants. Planning is possible with the use of this classification and with a view to the individual topics of work education included in the Programme. The author presents a model plan of work education for children between the ages of four and five for March and April. The plan contains the individual tasks and ways of accomplishing them (in the course of occupations, outdoor stay, other educational activities).

9. SPEECH AND LANGUAGE DEVELOPMENT

484. ŁUKASIAK, B.: Zabawy artykulacyjne. /Articulation games./

Wychowanie w przedszkolu, 35, 1982, No.1, pp.24-31.
7 refs.

Correct articulation can be trained in the form of a game in the nursery school. The author's work is based especially on two monographs (M.Mikuta, 1962 and H.Mystkowska, Warszawa 1959). The article describes the practical application of these games.

9.1 Speech development

485. BRZEZIŃSKA, A. - ZGÓŁKOWA, M.: O potrzebie badań frekwencyjnych nad słownictwem dzieci w wieku przedszkolnym. /The need for frequency studies of the preschool children's vocabulary./

Kwartalnik pedagogiczny, 27, 1982, No.1, pp.81-89.
54 refs.

The research of preschool children's language has advanced considerably. The authors suggest that it would be suitable to make a statistical analysis of the frequency of words used in the children's vocabulary. Frequency dictionaries have been processed so far by linguists with a view to the present-day language of the population, the objective being "the minimum vocabulary" for the needs of teaching foreign languages etc. The results of an investigation of the frequency of children's words would provide rich material for psycholinguistics, educational psychology and the pedagogy of preschool age. Basic problems of defining this research objective are discussed.

486. DAMBORSKÁ, M.: Komunikace v nejútlejším věku. /Communication in the earliest childhood./

Zdravotnická pracovnice, 32, 1982, No.6, pp.325-331.
3 photographs.

Certain forms of the child´s communication with the adult can be observed very early. The communication of a suckling is of non-verbal nature; the adult´s action is always complex, multisensory. This means tactile (speech of the hands), visual (the latest research findings show that the child is able to look for its mother right in the first days after birth), auditory stimulation (the child can perceive and differentiate human voices). Tactile stimulation is very important as the child´s skin is most developed of all senses from the functional viewpoint. Preverbal voice communication is, in fact, mutual play with sounds. The parents repeat the child´s favourite sounds, they add more sounds and try to encourage the child to imitation. The child follows the rhythm and melody of words and sentences when the mother accompanies various situations with words in her daily contact with the child. A normally hearing child must hear a word approximately a thousand times and accumulate the percept before it is able to pronounce the word. Sucklings exercise their stock of sounds in most varied ways. The child gets over guttural sounds and cooing to babbling and symbolization by words. The parents´ speech acts on the child as auditive stimulation, as auditive feedback, as an auditive model and as a didactic support in the perception and comprehension of speech.

487. DJIAN, R.: Parler aux petits ... et se faire comprendre. /Talking to young children in a comprehensible way./

L´éducation enfantine, 1982, No.6, pp.14-16.
1 photograph, 4 refs.

The article deals with the speech of a nursery school teacher. The teacher should speak in a way enabling all children to understand her well. This means that she should take into account various types of children´s intelligence, variations in the speed of reactions and the individual differences among children. A critique of the author´s views is contained in the polemical article by E.Plaissance published in L´éducation infantine 1982, No.9, pp.7-8.

488. CHAMPAGNOL, R.: A quel âge les enfants ont-ils l´intuition du caractere transitif ou intransitif des énoncés? /At what age do children recognise the features of transitive and intransitive words?/

Enfance, 1982, No.3, pp.167-191.
5 tables, 9 charts, 20 refs.

The subject of scientific study is the problem of how children master transitive and intransitive forms. Whereas the children grasp the difference very soon, the mastering of these forms in their speech can be observed later. The aim of the research study was to find out at what age this phenomenon takes place. The study covered 120 children at ages ranging between 3.4 years and 6.11 years and it was conducted in two phases: in the first phase, the experiments concentrated on the process of understanding transitive and intransitive forms, the second phase was concerned with their suppletion. Both experiments brought similar results.

It can be stated in general that children master transitive and intransitive forms at the age of five.

489. RABENDA, H.: *Poziom tworczej ekspresji slownej u dzieci 3-6-letnich uczeszczajacych do przedszkola.* /The level of creative verbal expression in three- to six-year-old children attending nursery school./

Kwartalnik pedagogiczny, *27*, 1982, No.1, pp.97-107.
7 tables, 2 charts, 19 refs.

Various definitions of the concept of "verbal expression" are given and professional literature on the subject is characterized briefly. This is followed by a description of an experimental study of 40 children between three and six years of age made on the basis of talks with the children prepared in advance and of its results. (The text of a recorded talk with a five-year-old boy is printed in the appendix.)

490. RONDAL, J.A. - ADRAO, M. - NEVES, S. - DALLE, E.: *La comprehension du langage de l'enseignant par l'enfant - au niveau de l'école maternelle et élémentaire inférieure dans des milieux scolaires contrastés selon la composition sociale.* /The child's comprehension of the teacher's speech at the level of nursery school and junior grades of primary school in contrasting school environment from the viewpoint of social composition./

Revue française de pédagogie, 1982, No.58, pp.29-35.
8 figures, 6 tables, 5 refs.

The authors present results of a psycholinguistic study conducted in Québec nursery schools (five- and six-year-

-old children) and grade one of primary schools. This is an introductory study, the results cannot be generalized.

491. SPINI, S.: Lo sviluppo linguistico nella prima infanzia. /Speech development in early childhood./ Contd.

Scuola materna, 69, 1981/1982, No.1, pp.17-19.

The series of articles on the development of speech in children and on problems of preschool education connected with it (including the problems of reading, narration and other methods of work in nursery schools) started with the first four articles in the preceding volume and it continues till No.15 of the volume for the year 1981/1982. Each article has a separate title but they are all linked like chapters of a book.

9.1.1 Communication

492. ĎUNGELOVÁ, H.: Vplyv jazyka na citovo-vôľové reakcie dieťaťa. /The effect of language on the child's emotional and volitive reactions./

Predškolská výchova, 36, 1981/1982, No.9, pp.5-6.

The effectivity of the use of language means is governed by the principle that the more unusual and less expected are the expressions used in speech communication with the child, the bigger is their effect on the child's emotional and volitive reactions. The authors point out the difference between language and pragmatic speech expressions. Pragmatic speech words are actually metaphors that are brought especially by works of fiction. The teacher can also use metaphors to strengthen her influence over the child. This depends on her stylistic abilities and readiness. The principàe of stylization lies in the suitable choice of language units from a number of possibilities that the language offers. An example is given of various forms in which the teacher may praise the correct behaviour of a child.

493. LAFONTAINE, D.: Interactions verbales parents-enfant: Etude longitudinale d´un cas. /Parents-child verbal interactions. A long-term study of a case./

Enfance, 1982, Nos.1/2, pp.75-87.
2 tables, 10 refs.

The study of verbal interactions between both parents and their two-year-old daughter [illegible] the sourse of free play in home environment was condusted for a period of three months. The verbal expressions of the parents and their child were analysed from syntactical, lexical, functional and didactic viewpoints. Differences were found in the father´s and mother´s speech that they used in talking to their daughter. These differences are not explained by the difference in sex, they are considered to be results of the effect of a psychological, sociological and cultural factors.

9.1.2 Semantics

494. KIELAR, M.: Jak pomagać dziecku w opanowywaniu jezyka. Na marginesie ksiaźki V.J.Cook. Young children and language. London 1979. /How to help children master the language.

On the margin of V.J.Cook's book Young children and language, London 1979./

Wychowanie w przedszkolu, 35, 1982, No.6, pp.276-282.
6 refs.

The review of the book mentioned in the title is supplemented by the author's contemplations and references to Polish papers.

9.2 Developing language

495. BORODICH, A. - SOKOLOVA, L.: Rol didakticheskikh igr v obuchenii detey rasskazyvaniyu. /The role of didactic games in teaching the children to narrate./

Doshkolnoye vospitaniye, 1982, No.4, pp.14-19.

The contents and forms of a nursery school methodologist's work with the teachers are described with respect to accomplishing the task to develop the children's speech, to cultivate their habit of narrating. This is followed by a plan of the methodologist's work with teachers concerning the topic Methodology of teaching to narrate. Didactic games were used frequently in the work with children. In the didactic game called Garage, the children are to describe in detail a toy car they have handled. Finally, a description is given of an occupation that is aimed to teach the children to recite poetry expressively.

496. CHAYKOVSKIY, R.: Deti, yazyk i roditeli. /Children, speech and parents./

Doshkolnoye vospitaniye, 1982, No.6, pp.55-58.

The development of the child´s speech within a very short period is the greatest intellectual accomplishment in man´s life. Since the first months of life, the child perceives everything that is said in its vicinity, remembers and processes everything so as to take up verbal contact with the adult as soon as possible. The parents help the child in this in the first years of life. The parents should appraise their own speech objectively from the viewpoint of pronunciation, speech tempo, intonation, vocabulary, grammar and style. It is recommended to read to children aloud frequently. The child´s speech is enriched by listening to records and by singing.

497. DURFÉ, D.: *Langage et motoricité.* /Language and motor activity./

L´éducation enfantine, 1982, No.7, pp.8-9.
1 photograph.

The article characterizes variousoccupations with children combining speech with movement (exercise, drawing, introductory writing).

498. DVOŘÁK, J.: *Odchylky ve vývoji řeči dítěte.* /Deviations in the child´s speech development./

Predškolská výchova, 36, 1981/1982, No.7, pp.5-7.
1 table, 2 photographs, 4 refs.

The speech of each child develops individually and, to a certain extent, in a different way. This is why it is necessary to know what is a deviation within the framework of the standard and to determine on the basis of diagnosing in what way the deviation can be corrected. The author described turning points in speech development. In his opinion, the standard is the first word in the first year of life, a sentence in the second year, non-grammatical speech till the age of two or three, incorrect pronunciation till the age of six. The diagnosing of speech development is concerned, besides the determination of the degree of speech comprehension, with the vocabulary (both active and passive), grammar and the logic of verbal expression, pronunciation. The author goes on to describe speech development defects that may be understood as classification of the actual state of speech development. These are: retarded speech development, uneven speech development, deviated speech development, interrupted speech development, accelerated speech development. An example is given of each kind of defect, together with conclusions and suggested measures.

499. DVOŘÁK, J.: Osvojování správné výslovnosti u dítěte. /Mastering of the correct pronunciation by the child./

Predškolská výchova, 16, 1981/1982, No.9, pp.19-21.
7 refs.

The child masters the fixed form of the individual sounds in the course of several years by imitation. It can imitate only a few sounds by the end of its first year of life. Imperfect sound discrimination, small span of memory and insufficiently developed coordination of the speech organs are the reason why the child reduces polysyllabic words or leaves out sounds that it cannot pronounce. This is considered to be a physiological state till the age of three or four. Later the child pronounces most of the sounds correctly but it replaces those that it cannot pronounce by others. Sometimes the child can pronounce all sounds but it shifts them or misplaces them in certain words. The two phenomena can be considered as parts of the natural development until the age of five or six. Sometimes the child begins to form a sound in an incorrect way. It is necessary from the viewpoint of speech therapy prevention to see to it that the individual sounds are mastered and reinforced in the correct form. The use of picture materials is most suitable for determining and assessing the quality of pronunciation. The child has an opportunity of spontaneous verbal expression. The assessment of the quality of pronunciation is the basis for systematic speech education in the nursery school.

500. ĎUNGELOVÁ, H.: Rozvíjanie fonologického a fonetického sluchu. /The development of phonological and phonetic hearing./
Predškolská výchova, 36, 1981/1982, No.10, pp.10-14.

The term of phonetic and phonological hearing is used neither in the Programme of educational work for crèches and nursery schools nor in the Methodology of work in connection with the requirement to develop speech hearing. However, the use of these terms helps to clarify more deeply the problem of the child's speech hearing to the benefit of higher effectivity reached in the respective sphere of educational work. The expressions "phonetic" and "phonological" are linked with the concepts of a phone and a phoneme that must be distinguished. A phone is the smallest auditory unit that is obtained by the articulation of the sound chain of a word. The aim of phonetic hearing is distinguishing the sounds (phones) and perceiving words correctly on the basis of their sound qualities that change partially under the influence of other sounds in the word and through the sounds distinguished correctly. A phoneme is the ideal sound unit that is a generalized acoustic picture of a sound. The author gives examples of developing the speech hearing at the phonetic level and at the phonological level.

501. IVANOV, I.: Tvorcheski raskaz po dadeno nachalo. /Creative narration with a given beginning./

Preduchilishtno văspitanie, 30, 1982, No.1, pp.17-20.
4 refs.

When the child learns to express itself logically and coherently, creative narration with a given beginning is of importance. The author stresses that the contents must be near to the child's experience, the form and language must correspond to the child's speech abilities and the scope must be adequate.

502. KALMYKOVA, L.: Rabota po formirovaniyu grammaticheskogo stroya rechi. /The formation of the grammatical structure of speech./

Doshkolnoye vospitaniye, 1982, No.1, pp.8-10.

Grammatical habits that the child acquires in the nursery school help the child to grasp the rules of grammar later at school. To develop the child's grammatical habits, it is necessary to create language environment corresponding to the standards of literary language, to create situations in which the child has opportunities to use correct conversational forms. The author mentions a number of games that can be used for training the grammatical structure of speech. The children devise sentences or stories containing certain words, they devise a story to a picture, supplement isolated words, express given sentences by other words.

503. KIELAR, M.: Rozwijanie mowy dziecka w wieku przedszkolnym. /Developing the child's speech at preschool age./ Wychowanie w przedszkolu, 35, 1982, No.10, pp.499-508. 15 refs.

A summary of theories concerning the problem is followed by the author's suggestion of a programme of speech development in preschool age children. The suggested methods and the whole system have been verified experimentally by the author in seven nursery schools of the Krakow region.

504. KIELAR, M.: Rozwijamy słownik dziecka w wieku przedszkolnym. /Developing the child's speech at preschool age./ Wychowanie w przedszkolu, 35, 1982, Nos.11/12, pp.563-571. 3 refs.

The article describes the results of an experimental programme that was tested in seven nursery schools of the Krakow region in the school year 1980-1981. The programme is designed for five-year-old children and concentrates mainly on enriching the children's vocabulary. Four other directions of the development of the children's speech are followed by the programme.

505. KOŘÍNKOVÁ, M.: Ke skvalitnění jazykové výchovy. /For a higher quality of language education./

Predškolská výchova, 37, 1982/1983, No.4, pp.12-14.
1 photograph.

Experience from work with five- to six-year-old children is described. The author inserts a short language drill before each occupation in language education occupation, with the contents harmonizing with the main part of the occupation (some rhymes from Kábele´s book A whetstone for your little tongue, various sounds, simple tongue-twisters). Puzzles and phonemic drills that are included in the revision sections have the nature of play. All work is organized in a way enabling the teacher to include language education in all activities. The final section of the article contains a record of an occupation, its contents being the solution of a fairytale crossword puzzle and the story of a proud turnip.

506. LECOINET, A.: Que c´est difficile de faire bien parler! /How difficult it is to teach children to speak well./

L´éducation enfantine, 1982, No.6, pp.17-19.
2 photographs.

This article is one of a series concerned with the practical language education in nursery schools and it outlines the methods for speech development in the course of play, occupations, spontaneous activities etc. in which the teacher concentrates on perfecting the syntactical aspect of the children´s speech.

507. MAKSAKOV, A.: Rabota s detmi po differentsiatsii soglasnykh zvukov. /Sound discrimination drills for children./

Doshkolnoye vospitaniye, 1982, No.9, pp.35-42.
5 refs.

The author presents various drills that can be used for teaching the children to distinguish sounds in groups where discrimination is difficult. They are designed for children of the older and transfer groups. The system of developing the auditory and phonemic perception in the individual age groups is explained in detail in the literature referred to.

508. MOREL, F.: L'historie de Sophie. /Sophie's story./

L'éducation enfantine, 1982, No.6, pp.7-13.

This is one of a series of articles on practical language education in this issue of the magazine. "Sophie's story" describes the reeducation process of a deaf-and-mute girl and the results.

509. PÁCHOVÁ, M.: Zkušenosti z práce v nejmladším oddělení. /Experience from work in the youngest group./

Predškolská výchova, 37, 1982/1983, No.4, pp.18-19.

There are considerable differences in the speech of children aged two and a half years. Their pronunciation is trained in the form of a play. The children imitate various sounds. These games are connected with movement. The vocabulary can be enlarged by the dramatization of familiar fairytales. Paper masks are used to imitate animals, various props are used for the other characters. The teacher uses puppets for talking with the children *and thus she stimulates them to speech.*

510. SCHÜTZOVÁ, J.: Slovní a didaktické hry v jazykové výchově. /Verbal and didactic games in language education./

Předškolská výchova, 36, 1981/1982, No.7, pp.8-9.
1 photograph.

This is the experience of a teacher who uses verbal and didactic games in language education. The successful accomplishment of tasks in these games requires a certain level of knowledge of the social environment and the nature. The author describes several games that concentrate on the development of continuous speech, enlargement of the vocabulary and on perfecting the grammatical correctness of speech.

511. VOROSHNINA, L.: Tvorcheskoye rasskazyvaniye. /Creative narration./

Doshkolnoye vospitaniye, 1982, No.9, pp.28-31.

Creative narration is understood as a short story devised by the child, with a naturally developing plot, a logical structure and a literary form corresponding to the contents. The children's literary creativity is manifested by finding words and word phrases that reflect accurately concrete pictures. One of the indices of creativity is also the ability to find several variations of a single topic. Creative narration can have various forms. The teacher may suggest a topic (topics are taken from children's lives, from the observation of the nature etc.), or the child may use a literary model. The child keeps the contents of the model but it changes the characters of the story or it may keep the characters and devise a new plot. It is also possible to show a picture and to let the child devise a story to the picture, develop a plot, use suitable means of expression. Creative narration is used mainly in the transfer group, although the preparation for this activity starts in the middle group.

512. SAWICKA, A.: Przedszkole na wsi. Stymulowanie myślenia i mówy dzieci poprzez poezje i plastyke. /Rural nursery schols. Stimulating the children's thinking and speech by poetry and works of art./

Wychowanie w przedszkolu, 35, 1982, No.6, pp.283-286.
2 figs., 4 refs.

Examples of practical occupations are given - the observation of pictures and listening to poetry with a discussion about what the children have seen and heard. The questions differ for the individual age groups (three- to four-year-olds, five-year-olds, six-year-olds).

9.2.1 Foreign languages

513. ASADULLIN, A.: Obucheniye audirovaniyu v natsionalnykh detskikh sadakh. /Learning to hear and to understand the speech in nursery schools of the nationalities./

Doshkolnoye vospitaniye, 1982, No.2, pp.17-20.

The main aim in the learning of Russian in nursery schools of other nationalities is the formation and development of the initial mastering of the Russian language in its conversational form. Children coming to grade one should be able to perceive the Russian language by hearing and to engage in a simple conversation while using the learnt words, grammatical forms and sentence patterns. This means that the children must be taught to hear and understand Russian. The specific feature of teaching these skills is the need to teach the children distinguish the individual sounds and their groups without the help of the visual sight analyzer. Russian spoken by the teacher creates a language atmosphere in which the child develops the habit of understanding the Russian language. The teacher uses Russian for giving the children various orders and instructions, especially in the form of play. The author mentions some simple games that are used to this purpose in nursery schools with the Tatar language as medium of instruction.

514. GAPHAROV, I.: Ruskiy yazyk v natsionalnykh doshkolnykh uchrezhdeniyakh. /Russian in preschool child care facilities of other nationalities./

Doshkolnoye vospitaniye, 1982, No.2, pp.20-22.

There are about seventy nationalities in the Tatar Autonomous Republic. The number of nursery schools for other nationalities has increased to 427 in the recent years. They are attended by more than 17,000 children.

Considerable attention is paid to teaching the children Russian. Russian is taught by experienced teachers that master Russian well, or by a primary school teacher. The Ministry of Education of the Tatar republic, together with the Tatar branch of the scientific and research institute for national schools of the Ministry of Education of the Russian Soviet Socialist Federative Republic, has prepared curricula for teaching Tatar children Russian and the respective methodological instructions. The children show interest in Russian. The teachers make use of interesting audiovisual aids. They also use didactic games, especially when teaching the children Russian sounds that are unusual in the Tatar language. Conversational Russian is used in special occupations as well as in various play situations, in the course of work activities, outdoor stay and the like.

515. GORBUNOV, V.: Ob obuchenii ustnoy rodnoy rechi i gramote v natsionalnykh detskikh sadakh RSFSR. /The learning of spoken mother tongue, reading and writing in nursery schools of non-Russian nationalities in the R.S.F.S.R./ Doshkolnoye vospitaniye, 1982, No.2, pp.23-26.
2 tables.

At the present time a transition is made to teaching nursery school children in Russian. This is a progressive process evoked by the practice. Nevertheless, the mother tongue is of considerable importance for the development of the personality. This is why great attention is paid also to the mother tongue in nursery schools of non-Russian nationalities in the R.S.F.S.R. Here it is necessary to take into account that the teaching of Russian can be successful only if it can be based on the knowledge, skills and habits acquired in the mother tongue. At present there are big differences in the command of the mother tongue in children coming to grade one. Some children get ready for school attendance in nursery schools, others attend preparatory classes at primary schools. It is necessary to achieve an even degree of school readiness of all children coming to grade one in connection with the preparation for the planned transition to compulsory school attendance since the age of six. Model curricula for the cultivation of the mother tongue in nursery schools of non-Russian nationalities have been prepared by the department of methodology of mother tongue and literature of the scientific and research institute of national schools. The age peculiarities of children are taken into account and forms and methods of educational work are developed that differ from those used in school instruction. Play takes up a lot of space. At present, most schools for non-Russian nationalities have set up preparatory classes in which six-year-old children learn the basics of reading and writing. To achieve unity in the preparation of children for school, uniform curricula are verified for the teaching of the mother tongue in transfer classes of nursery schools. Without disturbing the daily routine in the nursery school, five hours a week are devoted to teaching the reading and writing, to speech development and familiarization with literature. Suggestions were made in the course of the educational experiment that the preparation of children for school should take place exclusively in the preparatory classes set up at primary schools. However, practice has shown that the preparation of children in nursery schools is more suitable in a number of national regions (the Yakut region, the Far North).

516. SOVÁK, M.: Kdy se učit cizim jazykům? /When to learn foreign languages?/

Děti a my, 12, 1982, No.3, pp.10-12 and p.17.
4 photographs.

Before answering the question when one should begin to learn a foreign language, we should make clear what is meant by the object of learning. There are two different approaches: 1) learning about a foreign language, about its historical development, its structure, grammar, syntax and its linguistic laws and their exceptions; 2) learning to speak a foreign language, to use it freely in the most diverse life situations. The first method is linguistic, or indirect. The instruction is based on the mother tongue. It is a highly demanding activity performed in the second signal system in the sphere of abstract and logical thinking. This is why it is possible to learn a foreign language only after the mother tongue has developed fully and fixed together with the ability of abstract and logical thinking (at the age of 11 or 12 years when the brain development is finished). The second method is called native (Penfield refers to it as to the directive method) - the main feature is learning to speak by speaking (in the sense used by Comenius), principally without translating from the mother tongue. This method can be applied to children since the very beginning of their speech development parallel to the mother tongue or, at latest, till the age of 10 or 11 years. Basic conditions enabling the success of this method are characterized. This is the method used by Heinrich Schliemann, who learnt English, French, Spanish, Portuguese and Italian in the course of two years. The basic condition is to learn aloud, not to translate, to learn with concentration and to back the learning consistently with strong motivation. The teaching of foreign languages has been modernized in this way (Berlioz language school). Nowadays native methods prevail in teaching foreign languages since the earliest childhood.

517. VELICHUK, A.: *Osnovnyie zadachi i soderzhaniye obucheniya russkomu yazyku v natsionalnykh detskikh sadakh.* /Basic tasks and contents of teaching Russian in nursery schools of non-Russian nationalities./

Doshkolnoye vospitaniye, 1982, No.2, pp.13-17.

Russian has been taught in nursery schools of non-Russian nationalities since the year 1980. This represents nowadays 65 thousand children between the ages of five and seven. Model curricula that have been worked out are verified at present. They will form the basis for regional curricula that will reflect the natural conditions of the individual territories, the characteristic features of the way of life, cultural traditions of the nations and specific features of the mother tongues. The main principle in the methodology of teaching Russian is the cultivation of conversational language. The curricula direct the teaching process to operative speech thinking and to operative memory. The nursery schools of non--Russian nationalities provide the political, moral and aesthetic education in the mother tongue. The role of Russian increases in comprehensive education and instruction, in the familiarization with the surroundings, alongside with the development of the children's speech abilities. Nursery schools should create conditions for a continuous development of speech and thinking both in the mother tongue and in Russian, the mother tongue being the basis.

518. ZIYAZOVA, A.: Kak my obuchaem detey russkomu yazyku. /How we teach the children Russian./

Doshkolnoye vospitaniye, 1982, No.2, pp.26-28.

This is the experience of a teacher who used all kinds of children's activities for teaching them Russian. In the course of these activities, the children learnt Russian expressions for the objects they handled and for the activities that they did every day. Pictures used in their occupations helped the children to master Russian expressions for other objects and phenomena. The results in mastering Russian differed in the individual children and they were influenced mostly by the fact whether the children heard and used Russian outside the nursery school. The teacher used a personalized approach to children that were slow learners. She used especially didactic games.

10. INTELLECTUAL DEVELOPMENT, INTELLECT EDUCATION

519. BARRAS, C.: Entdeckendes Lernen mit Wasser. /Learning through discovering with water./

Der Schweizerische Kindergarten, 72, 1982, No.9, pp.7-10.
3 figs.

The method of learning through discovering, gaining experience is the oldest and most effective one. Learning through discovering means leaving the child free to discover and invent what it is interested in. The teacher can direct the child's interest by the material that she places at the child's disposal. The author describes various games with water and various objects that the children handled and the experience that they gained by this. She arrives at the conclusion that the main aim of these games and experiments is not only to obtain knowledge but primarily to develop in the child an effort to obtain experience, to share its experience with others, to respect the experiments of friends, to hear their experience, to compare one's experience with that of the friends, to set a joint aim and to look for a solution. Curiosity and the effort to learn are the basis for the child's further positive development. The present time needs people who not only take over knowledge, people who experiment, ask questions, try to gain new experience and compare it with the experience of others.

520. BOLBACHANU, A.

Znacheniye obshcheniya so vzroslymi dlya umstvennogo razvitiya detey. (The importance of contact with adults for the children's intellectual development.)

Doshkolnoye vospitaniye, 1982, No. 11, pp. 36-39.

An early formation of the internal plan of activities developed on the basis of contact with adults is of considerable importance for the preparation of children for school. This internal plan manifests itself in the following way : 1/ the activity is not performed with real objects but with their substitutes (symbols, features), 2/ operations are performed in thinking. The internal plan of activities is formed at a very early age. A three-year-old child is able to use simplified pictures in solving tasks . The author describes a research study conducted with the aim of investigating the specific features of the formation of the internal plan of activities in children in their second year of life and of clarifying the importance of contact with adults. The children were shown two persons and two objects and their pictures in photographs. The children were not yet able to speak, their reactions manifested themselves by the mimic, gestures and the like. The experiments have confirmed the hypothesis that the internal plan of activities develops in children over the age of one; they are able to place a copy in relation with the original, especially in the social sphere (they recognized their "aunt"). Thus it is considered suitable to develop this ability and to create conditions for its development. Several games are mentioned that can be played with the children in the crèche and in the family.

521. FARKAŠOVÁ, E.
Rozvíjanie rozumových schopností cigánskych detí.
(Developing the intellectual abilities of Gipsy children.)
Predškolská výchova, 36, 1981/1982, No.12, pp.1-4.
2 charts.

This is information about the use of a stimulative programme for socially handicapped children of Gipsy origin from villages in the surroundings of Bratislava. Selected children that went to nursery school regularly in the last year before school entry went through a shorter programme (15 exercises) or a longer one (21 exercises). The teacher explained to the children the nature of the "game" and showed them the way of solving the task if necessary. The children could choose their individual speed in solving the task. They were active in the course of the whole exercise, they tried to give the best performance although no assessment was made of the individual exercises. All children that participated in the stimulative exercises showed an increased level of solving tasks in comparison with children without stimulation. The results were better with the longer programme. The stimulative programme influences significantly the development of general intellectual abilities. It can be expected that, with a more extensive long-term programme with an all-round orientation, it could be possible to achieve permanent positive changes in the intellectual level of children neglected in education.

522. HARDMEIER, A.
Entdeckendes Lernen im Kindergarten. (Learning through discovering in the nursery school.)
Der Schweizerische Kindergarten, 72, 1982, No. 5, pp. 7-9.
2 photographs.

Learning through discoveries means that the child should be stimulated emotionally, given an opportunity of handling the material independently, of seeking the solution through trial and error. The child should be active all the time, have enough material and time for experimenting, the acquired experience should be concrete and true. These principles and procedures are shown on an example of ascertaining which substances dissolve in water, which ones mix with water and which ones are insoluble. This process takes place in stages. There may be even longer intervals between the stages.

523. MICHELIC, E.
Ansätze für eine umweltoffene Gestaltung der Kindergartenarbeit. (Stimuli for making the nursery school children familiar with the surrounding world.)
Der Schweizerische Kindergarten, 72, 1982, No. 1, pp. 17-19.

What questions can the teacher ask herself if she wants to get as many stimuli as possible for making the children acquainted with the surrounding world in an illustrative way ? She may ask herself, for example, which parents have an interesting profession or an interesting hobby; which parents or other adults could make the children acquainted with an intemsting event from their lives; which events from her own life could be interesting for the children; in which activities carried out in the nursery school they could participate or which activities they could observe; what interesting things the children can observe in the vicinity of the nursery school. It is necessary to choose from among the quantity those topics that the children can be made thoroughly acquainted with.

524. MEERACHER, H.
Lektionsreihe zum Thema "Steine". (A series of lessons on "stones".)
Der Schweizerische Kindergarten, 72, 1982, No. 1, pp. 5-12.
7 photographs, 4 refs.

The topic is chosen as an illustration of how educational aims can be accomplished in the sphere of material learning and technology. The author gave seven lessons to the children. Then the teacher repeated and reinforced the acquired knowledge with the children. The nursery school was in a village where the children could collect stones on the banks of a brook and in a quarry. The aim and material of each lesson is described, as well as the course of the occupation, its evaluation and activities that can follow within a week. The children observed the material, distinguished, sorted, worked with plaster of Paris and cement, made wooden forms, painted finished products and visited the quarry.

525. NIKOLOVA, G.
Igrovata rolya za razvitie na poznavatelnata aktivnost. (The role of play in the development of cognitive activity.)
Preduchilishtno văspitanie, 30, 1982, No. 7, pp. 6-8.
1 photograph.

This is a contemplation of the importance of play situations for an all-round development of the child's personality. The author is of the opinion that play situations evoke a complex analytical and synthetical activity comprising the planning of an aim, the seeking of means for its accomplishment, the formation of an intellectual plan for the target development etc. Conflicts and confusions that may arise in the course of play evoke the child's curiosity and interest in details.

526. PILYUGINA, E.
Zanyatiya po sensornomu vospitaniyu s detmi tretyego goda zhizni. (Occupations of three-year-old children in sensory education.)
Doshkolnoye vospitaniye, 1982, No. 10, pp. 20-25.

The system of twelve occupations described here is aimed primarily at sorting and distinguishing colours. The topics of each of them (e.g., sorting equal objects of different colours into two groups), the aim, the necessary material and the course of occupation are described.

527. PILYUGINA, E.
Znakomstvo detey s velichinoy, formoy i tsvetom. (Familiarisation of children with size, shape and colour.)
Doshkolnoye vospitaniye, 1982, No. 7, pp. 25-33.

The system of sensory education requires the formation of generalised ways of investigating the qualities of objects. Comparison, the bringing of objects into mutual relations, is a generalised process that develops at an early age and enables the children to solve tasks connected with distinguishing colours, shapes and sizes. The activity of a very young child has predominantly an objective, concrete nature; this is why children should get the possibility to sort, arrange, insert objects etc. When drawing with colour pencils, the children reinforce their knowledge of characteristic features of familiar objects, they learn to choose colours, shapes and sizes independently. The author describes ten occupations in which the conditions for the accomplishment of the tasks change. They are designed for children over fifteen months of age.

528. RUDOVSKAYA, I.
Vzaimosvyaz umstvennogo razvitiya i formirovaniya sotrudnichestva. (The combination of intellectual development and the formation of cooperation.)
Doshkolnoye vospitaniye, 1982, No. 9, pp. 31-35.

This is information about an educational research study aimed at ascertaining the possibilities and ways of developing cooperation in joint activities of younger preschool children. The experimental group worked in keeping with a programme prepared by specialists from the scientific and research institute of preschool education of the Academy of Pedagogical Science of the U.S.S.R. and aimed at the development of sensory and intellectual abilities. It contained, for example, the formation of perception activity and modelling of spatial relations. The control group worked according to nursery school curricula. The experiment has shown that the children from the experimental group mastered more successfully the habits of cooperation and joint work than the children from the control group. The ability to cooperate manifested itself as one of the conditions of developing the intellectual activity. This proves the mutual interconnection of various spheres of the children's mental development and the importance of a comprehensive approach to instruction and education.

529. RUTISHAUER, CH.
Endeckendes Lernen als Beitrag zur Kreativitätsentwicklung. (Learning through discovering as a contribution to the development of creativity.) Der Schweizerische Kindergarten, 72, 1982, No. 5, pp. 3-4.

Mental creativity is understood as the solution of problems on the basis of sensory knowledge. The youngest children investigate objects primarily through their senses. The child's creativity manifests itself in the intensity and diversity of ways of investigating things. This creativity meets with technical problems. This is why it is necessary to supply the children with information about the properties of materials and tools, about the possibilities of their use. It is important for the child to seek various ways of solving problems while using all its previous experience and knowledge. Learning through discovering gives the child an opportunity of discovering and exploring through its own activity. This contributes not only to the development of the child's thinking but also to the development of its activity and creativity.

530. SEILER, S.
Entdeckendes Lernen als Beitrag zur Denkerziehung.
(Learning through discovering as a contribution to intellectual education.)
Der Schweizerische Kindergarten, 72, 1982, No. 5, pp. 2-3.
2 photographs.

Learning through discovering gives the children an opportunity of discovering through their own activities and getting to know things and their properties. The children sort materials or things, group them, replace them in space. All this is accompanied by the child's intensive intellectual activity; the child's effort to learn more is stimulated.

531. SIRENIKOVA, Z.
Sensornoye vospitaniye detey v protsesse predmetnoy deyatelnosti. (The sensory education of children in the process of objective activity.)
Doshkolnoye vospitaniye, 1982, No. 11, pp. 10-16.

The aim of the sensory education of children in the course of handling objects is to teach them to perceive objects, their various qualities and relations : colour, shape, size, location in space. For example, children at the age between twelve and eighteen months learn to distinguish two colours (red and blue) in their play with building sets, they get to know objects of contrasting sizes (big - small), they learn to distinguish a ball and a cube. The author presents an example of an occupation aimed at acquainting children between twelve and thirty months of age with the size; this is followed by a description of occupations aimed at familiarizing the children with colour, shape and size.

532. ZARY, L.
The first three years : a new revolution.
Early Childhood Education, 15, 1982, No. 2, pp.11-12.
2 refs.

The author refers to research studies conducted by G. Doman and M.Ibuk, who are of the opinion that the first three years of life are most important for the development of the individual. In his view, the structured educational programme designed for nursery schools is actually delayed as the child's possibilities of learning at a very young age are almost unlimited. He presents examples of talented individuals and the experience with the instruction in reading and teaching foreign languages.

533. **ŽARNOVIČANOVÁ, M.**

Metódy výskumu úrovne intelektových schopností dieťaťa. (Methods for investigating the level of the child´s intellectual abilities.)
Predškolská výchova, 36, 1981/1982, No. 10, pp.3-8.
4 figs.

This is information about the research conducted by the psychology laboratory of the scientific and research institute of preschool education at the Academy of Pedagogical Science of the U.S.S.R. The laboratory workers started with the hypothesis formulated by L. A. Venger and his fellow-workers and asserting that the development of general intellectual abilities of preschool children is the result of the formation of spatial modelling, i.e. operations concentrating on the arrangement and use of model ideas. These operations are interiorized forms of spatial models of the type of a plan, sketch, chart etc. The laboratory workers have worked out a programme for a wide extensive experimental verification of the formation of general intellectual abilities. They prepared occupations using a system of special instruction enabling the mastering of spatial modelling operations. The research study has shown that the experimental instruction has developed in the children external as well as internal kinds of spatial modelling operations that manifest themselves as an ability of intellect and guarantee success in the solution of intellectual tasks. The spatial modelling ability is of a general, not universal nature. It is decisive in the solution of tasks connected with making the external and internal plan of the task but it does not condition the successful solution of tasks aimed at logical generalization.

534. ŽARNOVIČANOVÁ, M.
Rozumové schopnosti dieťaťa a konstrukčné činnosti.
(The child's intellectual abilities and construction activities.)
Predškolská výchova, 37, 1982/1983, No.4, pp.2-4.

The workers of the preschoolers' psychology laboratory of the Academy of Pedagogical Science of the U.S.S.R. have worked out a hypothesis that the contents of intellectual abilities are represented also by spatial modelling operations. They conducted a four-year experiment that contained the accomplishment of the following tasks : building structures like an object model; building structures like a graphic model; building structures in keeping with conditions given in the verbal form; building structures in keeping with conditions given in the object form (e.g., build a road wide enough for this truck to use it). These tasks were supplemented with special work with graphic models, i.e. simplified pictures. The results showed that children from the experimental group were better at all kinds of tasks mentioned above. They learnt to think through the building design more quickly and more accurately, to respect the conditions of the tasks assigned to them, to plan correctly the basic stages of work.

10.1 Perception

535. **HAVELETTE, F.**

Utilisation de l'information perceptive dans une tache d'identification d'objets familiers chez des enfants de 4 a 6 ans. (The utilisation of the perceived information in the task of identifying familiar objects by children between the ages of four and six.)

Enfance, 1982, Nos. 1/2, pp. 39-48.

3 tables, 9 refs.

The aim of the research study is to ascertain the role that various perceived features and possibly their reflection in the organisation of ideas play in the identification of familiar objects. The statements of 51 children with ages ranging between four and six years divided into two groups were obtained on the basis of a series of colour slides showing familiar animals in various grouping, in varying numbers etc. The results showed that at the age of four the notion of things is incomplete and fragmentary. The identification is subordinated to one or two characteristic features. Since the age of six, the identification is based on accurate correspondence between the object and its model in memory. The children's replies were subjected to further analyses the results of which will have to be studied in more detail.

536. PILYUGINA, E.

Sensornoye vospitaniye. (Sensory education.)
Doshkolnoye vospitaniye, 1982, No. 12, pp. 37-39.

This is information about a research study that was aimed at teaching the youngest children to follow a moving object . The experiment was conducted with twelve children at ages varying between 7 and 16 days in their families. The occupations were carried out by the experimenter and the mother in turn, five times a week. The experimenter used rings of various colours put on a rod fitted with a bulb on its end. He moved them to the right, to the left, up, down, nearer and farther. The shifting radius was about 60 centimetres. The test was made to find out whether the child would follow the moving object not only with its eyes, whether it would turn its head and, later, its body. Children that were not older than 13 to 16 days followed the moving object in two directions at first, and later, in all six directions. The movements of the object were later accompanied by two different tones of the scale. The results obtained by these and other experiments lead to the conclusion that the described methods of sensory education in the first days and weeks of life can influence the further course of the nervous and neuropsychic development in the first year of life. The first twenty days of life are most sensitive and promising with regard to sensory stimulation.

537. SOROTSKAYA, O. N.
Zapoznavane na 6-godishnite detsa ot podgotvitelnite klasove s okrăzhavashtata deystvitelnost.
(Familiarization of six-year-old children attending transfer class with the surrounding reality.)
Nachalno obrasovaniye, 1982, No. 10, pp. 8-14.

A new subject has been introduced in Soviet schools since the year 1977, namely "familiarisation with the surrounding reality" with the aim of extending and systemising children's ideas of the social and natural environment in which they live and of forming in them elements of the communist philosophy of life. The curricula outline two directions of instruction : 1/familiarization of the children with the public life and work of the Soviet people; 2/familiarization of the children with the nature, care for nature preservation, principles of behaviour in the nature and the like. The author describes in more detail the contents of the curricula for this subject. The article has been translated from Russian.

538. VENGER, L.
Razvitiye sposobnosti k naglyadnomu prostranstvennomu modelirovaniyu. (Developing the ability of objective spatial modelling.)
Doshkolnoye vospitaniye, 1982, No. 3, pp. 46-52.

It is important from the viewpoint of the development of the child's thinking that the basic activities of a preschool child are of a modelling nature. When playing, especially in a topic-oriented play, the children substitute one object by another and create a connection between the substituted objects that corresponds to the connections between the real things; when building, they substitute parts of the real structure by elements of a building set and the relations between parts of the building set correspond to the actual relations; the child is modelling. It is similar with drawing. A preschool child understands easily not only its own models but also those made by other children. Experiments conducted by the psychology laboratory of the scientific and research institute of preschool education at the Academy of the Pedagogical Science of the U.S.S.R. have shown that the making and understanding of spatial models applying in the child's activities is the basis for the formation of the overall intellectual ability that may be denoted as the ability of objective spatial modelling. It is one of specifically human qualities that consists in the making and use of model ideas by man in the course of solving various intellectual tasks. The research has shown that the ability of objective spatial modelling develops in all preschool children. However, its development is spontaneous and uneven in the usual nursery school conditions. It is different with purposeful guidance. This guidance consists in the special processing of spatial modelling activities in their external, material form with subsequent transition to the performance of similar activities "inwardly", to the creation and use of model ideas. The experimental work has shown that, with the use of special instruction, all children can reach a high level of objective spatial modelling that is applied to the solving of a wide range of intellectual tasks. The children can better implement the aim of play, build, narrate and devise stories and fairytales, orientate themselves in spatial situations. The experimental work took four years, beginning with three-year-old children. Tasks aimed at the formation of spatial modelling were in keeping with the curricula of educational work and, especially in the case of younger children, they had the form of play. The results obtained in the experiment require further verification and the solution of a number of fundamental as well as organisational problems.

10.2 Memory

539. MELOT, A.-M. - CORROYER, D.
Mémorisation intentionnelle : différents types d'organisation des conduites observées entre 3 et 7 ans. (Intentional memorizing : various types of behaviour observed between three and seven years of age.)
Enfance, 1982, Nos. 1/2, pp. 49-60.
3 tables, 3 refs.

The object of the study covering 128 children between three and seven years of age was the strategy of intentional memorizing. The children got a set of pictures to look at and were told that they should recall one of the pictures later. Four kind of strategies could be observed in their behaviour. It appeared that children of different age groups preferred different strategies.

10.3 Thinking

540. AGAYEVA, Ye.
Formirovaniye elementov logicheskogo myshleniya.
(Formation of the elements of logical thinking.)
Doshkolnoye vospitaniye, 1982, No. 1, pp. 38-41.

The author refers to previous research studies showing that, with the methods of work used so far, nursery school children master generalizing only with difficulties. She mentions the results of a research study conducted by the psychology laboratory of the scientific and research institute of preschool education at the Academy of Pedagogical Science of the U.S.S.R. in a group of older nursery school children for half a year. Object modelling of the relations between things and phenomena was used for the formation of cognitive activities, i.e. a true representation of these relations was used in the form of plans, charts, sketches and the like. The children learnt to distinguish concepts by their contents and extent, to determine which one is wider, general, generic and which one is less general, specific. Eyler's circles were chosen for the demonstration. The extent of the generic concept (e.g. human being) is expressed by the outer circles, the extent of specific concepts (man, woman) in expressed by the smaller circles lying inside. In their occupations, the children were given cards showing the pictures of various objects (fish, birds, insects). The children placed the cards in the respective circles and specified what was common for all objects and differentiated specific concepts. The test made at the end of the experiment showed that the children's conceptual thinking improved, the number of incidental solutions dropped.

541. BERTOGLIO, C.

Fantasia, animismo, funzione simbolica : quale rapporto ? (What is the relation between fantasy, animism and symbolic function?)

Scuola materna, 69, 1981/1982, No.16, pp.1042-1046.

This is a contemplation of the conceptual definition of these expressions in various psychological and educational theories (the psychoanalytical theory of Freud and his pupils, Jung and Klein; Piaget's conception of animism and his analysis of the child's symbolistic thinking). The aim is to show the possibility and practical significance of the connection between phenomena of the child's thinking that are expressed by the concepts of fantasy, animism and symbolical function. In conclusion, the author suggests possibilities of passing from the development and cultivation of fantasy to the education to symbolic thinking and of overcoming the phase of animism.

542. BOISCLAIR, A.
La compréhension des histoires chez le jeune enfant.
(Story comprehension by young children.)
Enfance, 1982, No. 3, pp. 129-130.
2 tables, 2 charts, 20 refs.

The study concentrated on the development of story comprehension by children at ages between 2.6 years and 12 years. The children were presented the story in the form of a simple animated cartoon. Their narration followed: a/ immediately, b/ on the basis of the experimenter's questions, c/ on the basis of five pictures chosen from the cartoon. The results showed that children over the age of seven could narrate the whole story immediately after seeing the cartoon. Children over the age of five were able to narrate the story with the help of questions asked by an adult and children over the age of six were able to do so with the help of pictures. Each of the three operations could be observed even at preschool age. Children aged 2.6 years were able to recall some important moments in the story.

543. HAVLÍNOVÁ, M. - KLOUDOVÁ, R.

Tvořivé myšlení a schopnosti dítěte řešit problémy.
(Creative thinking and the child's ability to solve problems.)
Děti a my, 12, 1982, No. 1, pp. 4-5, 20-21.
3 photographs.

Logical thinking is the peak of man's intellectual development. There are two kinds of mental prerequisites for a successful logical thinking, namely the ability of convergent thinking and memory. The peak of intellectual development is creative approach to the solution of problems that is based on divergent thinking. There is a partnership relation between the two elements of thinking, not hierarchy. The prevalence of divergent thinking may create harmful habits and qualities (impatience to acquire information in a reliable way). The predominance of convergent thinking is connected with disadvantages, too (a suppressive effect on playful, free fantasy and on the courage to devise something new, to come with something new, to start a new thing). The solution of problems is an intellectual process taking place in everyday life. Every problem has its contents and thus it is closely connected with the material in the sphere of which it is solved. There are several kinds of material: concrete objects or actions and their eventual possible representation; symbols (signs, numerals); verbal meanings of behaviour. Problem solving is considered to be the best means of developing the creative thinking at a young age. Original ideas of preschool children are the prerequisite of future divergent intellectual abilities. The ability to assume a point of view above the problem before solving it is not yet developed in a preschool child. The first indication of a conscious problem solving is negation. The preschool age is a period of the explosion of fantasy, which is the basic prerequisite for a creative problem solving. The divergent thinking is born only when the child is able to step over the usual solutions as well as over its own idea and create another one. Some topics are mentioned that can be used for the development of the child's ability of divergent thinking. The creative problem solving can be developed, on the one side, by training its separate aspects and, on the other hand, by practical problem solving. The most difficult thing for the child is the ability to see the problem and place it in familiar contents. The flexibility of thinking may be trained by means of mental functions that participate in creative thinking - by means of flexible perception and imagination. A continuous flow of thinking has its pre-stages in the flow of ideas, symbols and words. The associations of oriented ideas can be best tested by means of drawing. A school child processes its ideas in two ways, by handling objects and by drawing.

544. YEROFEYEVA, T. - PAVLOVA, L.

Ne meshayte im byt arkhimedami. (Do not prevent them from being Archimedes.)

Doshkolnoye vospitaniye, 1982, No. 9, pp. 60-64.

At preschool age the child gets to know many new things and phenomena and demands their explanation within the framework of its previous experience.

The child reveals the world every day. It is necessary to support this effort of the child and to show interest and understanding for the problems that the child is interested in. Thus it is not correct to convey to the child complete pieces of knowledge, it is much better to create situations in which the child can get to know the joy over its own discoveries. This is the way in which the child learns to think. The author turns to parents and describes various opportunities, puzzles and the like that require from the child the solving of certain tasks, experimenting, supplying proofs. For example, the child learns that it is not possible to rely on the visual estimate only, that it is necessary to measure, to make sure. If the parents help their child to experience the joy of discovering, the child develops cognitive interests that are a prerequisite for school success.

545. VASILEVA, K.
Modeliraneto kato metod na umstveno văspitanie.
(Modelling as a method of intellectual education.)
Preduchilishtno văspitanie, 30, 1982, No. 7,pp.17-20.
1 ref.

When modelling, the children create objective representations that may reach a higher degree of generalization under suitable guidance and with proper training. This leads to work by means of logical operations, to thinking in concepts. All this is one of the prerequisites for developing the children's abilities of a higher degree of generalization on the basis of a feature that is common for a group of objects.

10.4 Basics of mathematics

546. CHOLAKOVA, R.
Zapoznavane s geometrichnite figuri. (Familiarization with geometric figures.)
Preduchilishtno văzpitanie, 30, 1982, No.2, pp.12-14.

Getting familiar with and studying the shapes of objects is a long and complex process that is of great importance for getting acquainted with the reality and for the development of the child's personality. This is why the author seeks more effective means and methods of acquiring the knowledge of geometry. She analyses play in detail as a form of mediating knowledge in which the aspect of concreteness is combined with verbal explanations. It is recommended to use especially didactic games that help considerably to develop the logical thinking and help to make the children familiar with geometric figures.

547. MAKULEVA, B.
Razvitiye na logicheskoto mislene chrez teoriyata na mnozhestvata. (The development of logical thinking by means of the set theory.)
Preduchilishtno văzpitanie, 30, 1982, No.7, pp.21-23.
6 refs.

The author presents her experience acquired in the course of a research study dealing with the use of the set theory in nursery schools. She distinguishes two stages and states indices that can be used to determine the level of development of children's logical thinking. The article contains a number of practical recommendations and methodological instructions.

548. METLINA, L.

Zanyatiya po razvitiyu elementarnykh matematicheskikh predstavleniy. (Occupations developing basic mathematical concepts.)

Doshkolnoye vospitaniye, 1982, No. 2, pp. 29-35, Cont.

The first 48 occupations for the transfer group in nursery school were described in the preceding volume (1981), in Nos. 2, 4 and 6. This is a continuation containing occupations No. 49-56. The aim of each occupation is stated, as well as the demonstration material, and the material to be handled by children. This is followed by a detailed description of the course of occupation, including the questions asked by the teacher.

549. METLINA, L.

Zanyatiya po razvitiyu elementarnykh matematicheskikh predstavleniy. (Occupations developing basic mathematical concepts.)

Doshkolnoye vospitaniye, 1982, No. 3, pp. 9-16.

Final part.

2 figs.

Occupations no. 57-64 are described.

550. NOVIKOVA, V.

Matematika dlya malyshey. (Mathematics for children.)

Doshkolnoye vospitaniye, 1982, No. 3, pp. 77-79.

This is advice to parents on how to choose toys and organize play developing the child's mathematical concepts. It is necessary to develop the child's idea of quantity as a sum of objects. For this purpose the child makes groups of things - many, one.

It is not suitable to teach the children to count but it is necessary to prepare them for the understanding of numbers. For example, the child is asked to take a thing from a group. Mathematical concepts may be developed not only in play but also in everyday life. For example the child is asked to compare groups of things and to determine their numerical relation (an equal number, more, less). The author gives examples.

551. PAVLOVA, L. - YEROFEYEVA, T.

Pochemu Buratino poluchil yedinitsu. (Why Buratino got a poor mark.)

Doshkolnoye vospitaniye, 1982, No. 1, pp. 65-68.

The article is, in fact, a continuation of the one on the development of mathematical concepts (Doshkolnoye vospitaniye, 1981, No. 8) and deals with the method of teaching the children to solve simple verbal numerical tasks. It is necessary to show to the child on examples how a bigger or smaller number may be achieved by adding or removing things. It is suitable to use natural situations. At first, the tasks are assigned by the adult, who explains that every numerical task must contain the conditions, the question and the relation between numbers. Then the child tries to make a numerical task by itself, distinguishing between a normal question and a numerical task. Once the child has mastered the solution of simple numerical tasks, it may be given tasks in which it is necessary to decide whether to add or to subtract. If the child is not able to find the correct solution, the task should be demonstrated on concrete things.

552. POURVEUR, L.

Mathématique vivante. (Living mathematics.) (1). L'école maternelle belge, 1982/1983, No. 2, pp. 53-61.

The article contains instructions for development of mathematical concepts. For example, the children got toys from St. Nicholas. It was their task to make sets and subsets of the toys and to classify them. This was followed by play with a special picture set (showing toys, dolls, toy cars and the like). Cards in the shape of geometric figures can be used for performing the same logical operations as with toys and pictures. When the children handle materials mentioned above, it is suitable to check how they solve the tasks assigned to them.

553. STEFANOVA, B.

Săstezatelni didaktichni igri po matematika. (Competitive didactic games in mathematics.) Preduchilishtno vĕspitanie, 30, 1982, No. 3, pp.34-37. 2 photographs, 2 figs., 3 refs.

The author presents a number of games suitable for mathematic lessons in preschool education facilities. They are of competitive nature but they do not evoke intellectual and emotional strain in children. The organisation of these plays consists in dividing the group into two teams, assigning the task, evaluation of the solutions and the declaration of the winner. The described games are divided according to age and they can be used for groups as well as for individuals.

10.5 Basics of reading and writing.

554. BLUTEAU, Y.
Le language, prélude à l'écrit. (The speech is a prelude to writing.)
L'éducation enfantine, 1982, No. 8, pp. 18-21.
3 photographs.

This is experience from the language education in nursery school. The author concentrates mainly on the development of dialogues in various situations in the lives of the youngest children.

555. BOREL, M.-C. - DURIF, D.
Lire a la maternelle. (Reading in the nursery school.)
L'école maternelle française, 1981/1982, No. 5, pp. 17-32.
19 figs.

The instruction in reading given in French nursery schools is of a preparatory nature. Its aim is to make the children acquainted with the written speech. The wish to read and the pleasure of reading are fostered consistently in the initial stage. The child meets written texts in the children's book corner, in the school library and in inscriptions denoting the rooms and objects in the nursery school. The beginning of the actual instruction is formed by sensory games. The actual familiarisation with the written text occurs in connection with various activities in which the child reads globally. Orders and messages written in block letters help to understand the communicative function of written speech. Various games (e.g. adding words to pictures) are aimed at making the child grasp the function of the word, the sentence and the writing in general. The methodology of reading has left the combination of reading and writing in the child unnoticed so far.

556. DRUART, A. - De VADDER, F.
Feu vert - feu rouge. Apprentissage de l'écriture.
(Green fire - red fire. Learning to write.)
Bruxelles, Labor 1982.
Reviewed in : L'école maternelle belge, 1982/1983, No. 1, p. 46.

Out of the set of three books that appeared under this title, one of them is designed for the teacher and the other two are designed for pupils. The instruction in writing includes preparatory stages and is conceived within the framework of the overall physical and mental development of the child. The teacher's book works out in detail the global method. The exercise-books for children further the children's independence and promote the cooperation between school and family. A personalized approach is necessary for children with writing difficulties.

557. DYSON, H. A.
Talking with young children writing.
Childhood Education, 59, 1982/1983, No. 1, pp.30-36.
7 figs., 7 refs.

The author studied spontaneous writing attempts by preschool children and found out that the interest in writing could be used very well as the starting point for spontaneous self-instruction. This is why play "writing" should not be underestimated, it should be considered as the basis for systematic preparation for the actual instruction. The child can acquire relatively accurate ideas of writing before it starts going to grade one.

558. GRAY, D. E. - GRAY, R. A.
Cameras and kids. Visual literacy projects for children.
Childhood Education, 59, 1982/1983, No. 1, pp. 14-18.
2 photographs, 7 refs.

The authors deal with the so called visual literacy, i.e. enhanced observation and cognitive processes through the cultivation of visual percepts. Taking pictures and the "reading" of pictures that they have made themselves improves the children's observation and cognitive processes and thinking. The authors give examples of pictures and picture series that can be made with preschool children.

559. GUION, J.
A propos des théories sur la lecture. (On reading theories.)
L'éducation enfantine, 1982, No. 8, pp. 12-14.

This is one of a series of articles in this issue devoted to the instruction in reading in the nursery school. The article concentrates on clarifying three aspects of the reading process through the definition of concepts: integration, information and written speech. Reading in the nursery school includes three spheres of problems concerning : a/ The individual (his or her brain and development of perception, memory and intelligence);

b/ a group (reading is communication); c/ writing (which is a linguistic phenomenon representing spoken speech).

560. CHAFEL, J. A.
Making early literacy a natural happening.
Childhood Education, 58, 1981/1982, No. 5,
pp. 300-304.
2 tables, 10 refs.

The author proceeds from the hypothesis that learning to read and to write is quite natural for children if it takes place in an environment in which these means are the usual ways of communication. Given suitable stimulation, the child passes quite naturally from the spoken expression to the graphic one. Using Holliday's model of language and its seven functions (instrumental, regulatory, interactive, personal, heuristic, conceptional and representative), the author determines activities and language means that can be developed in preschool children. The mastering of language functions forms a prerequisite for a successful beginning of the instruction in reading.

561. KANE, F.
Thinking, drawing - writing, reading.
Childhood Education, 58, 1981/1982, No. 5,
pp. 292-297.
7 figs., 11 refs.

The author points out the fact that if the child learns to read before it can write, the logic of development is disturbed because the child must decode graphic material that has been coded by adults. If the child goes through the stage of expressing its thoughts graphically, the symbols are easier to understand. This means that the child should be directed to its own expression through drawing. It can be observed in the study of a child's scribble that certain symbols develop in a very similar way in children of the same age. Drawing as the pre-stage of writing is of importance as motor preparation and, mainly, as a way of symbolic expression. This is why the aesthetic aspect should not prevail in methods used for the teaching of drawing and the main point should be the representation.

562. KONDÁŠ, O.
Včasná prevencia porúch čítania a písania:
(Early prevention of reading and writing defects.)
Predškolská výchova, 36, 1981/1982, No. 7, pp. 3-4.

Specific developmental learning defects can be diagnosed in the beginning of instruction, especially in grade two of primary school. They afflict about 5 per cent of pupils. The cause of this inability are minor disorders and a slower development of some basic mental functions and abilities that are especially decisive for the ability to read and to write. These are especially fine visual and auditory discrimination, visual and auditory memory, motor coordination in the sphere of fine movements, spatial orientation, the development of spatial conceptions and the ability to express them in drawing, speech development, the ability to concentrate attention. These are mostly abilities and skills that form the contents of educational work in the nursery school. This is why it is necessary to devote increased attention to those children in the nursery school that show lack of skill in drawing, in the coordination of fine movements, clumsiness, slower speech development. Another requirement is conscious effort to achieve a high level of those activities that may bear upon the development of the functions and abilities mentioned above. The school readiness tests given to the oldest group of nursery school children by educational psychology counsellors are of considerable importance. The councellors should pay more attention to work in crèches and nursery schools in the interest of timely prevention of any defects in the mental development and possible later disturbances.

563. SGUEGLIA, D. F.
Imparo giocando. (Learning through play)
Scuola materna, 69, 1981/1982, No. 7, appendix pp. 1-16.

The appendix of the issue contains a selection of 14 tables from a set of three books that appeared under the same title in the publishing house La Scuola, Brescia (in all, the set contains 162 tables). They are designed for the development of specific functions and activities that are necessary in the preparation for reading and writing. The examples are accompanied by a brief instruction for the use of the system.

564. WHITFIELD, E. L. - WHITFIELD, CH.
Sex-role stereotyping and reading readiness.
Childhood Education, 58, 1981/1982, No. 5,
pp. 298-299.
7 refs.

The authors of a survey covering 480 children found a correlation between sex-role stereotyping and the reading readiness. As men participate in the education and instruction less than women, boys show worse results in the reading readiness. Boys probably do not identify themselves with the women teacher models and this is why they do not strive so much. It would be perhaps necessary to involve more men in the education of preschool children, possibly from among the parents.

565. WIĘCKOWSKI, R.
Zależność umiejętności czytania od poziomu rozwoju języka mówionego dzieci sześcioletnich. (Dependency of reading readiness on the level of development of the spoken language in six-year-old children.)
Wychowanie w przedszkolu, 32, 1982, No. 6,
pp. 268-275.

The results of a research study of the speech of children ending preschool preparation conducted in the years 1980 and 1981 are presented. The research was based on recorded replies of children to tasks assigned to them concerning various topics accompanied by pictures.

10.6 Child and nature

566. AMELINA, L.
Nablyudeniya za zhivotnymi s detmi rannego vozrasta. (The observation of animals by young children.)
Doshkolnoye vospitaniye, 1982, No. 5, pp. 18-20.

The speech of children aged 12 to 18 months is still little developed. When observing animals, the children imitate their sounds and learn some of their names. It is necessary to determine in advance what animals should be shown the children and in what environment. Children at ages between 18 and 24 months observe the animals with interest, name their separate parts, feed them and when asked, they tell the nurse what the animals are doing. The following part contains a description of several occupations showing in detail how to win and keep the children's attention.

567. AVETISYAN, L.
Esteticheskoye vospitaniye sredstvami okruzhayushchey prirody. (Aesthetic education through the surrounding nature.)
Doshkolnoye vospitaniye, 1982, No. 10, pp. 25-27.
2 refs.

The child can perceive the beauty of nature ever since its earliest childhood. This is why flowers, a school menagerie, a well-kept garden have their place in the nursery school. Walks offer great opportunities in this respect. The nature is an important means of aesthetic education. The main forms are: 1/ direct observation of natural objects and phenomena, 2/ a combination of direct observation and works of art and literature, 3/ the formation of the knowledge of natural objects and phenomena, 4/ participation of children in work in the nature.

568. FOKINA, V.
Oznakomleniye detey s lesom. (Making the children familiar with the wood.)
Doshkolnoye vospitaniye, 1982, No. 5, pp. 20-24.

This is a detailed description of how the children got acquainted with the wood in the course of the whole year. The teachers decided to give the children some knowledge of the inhabitants of the wood; to help the children to grasp the mutual relationship between plants and animals living in the wood, to understand the importance of the wood in man´s life and the consequent necessity to protect the wood; to teach the children to see the beauty of the wood and to derive pleasure from it. In the course of observations made in the course of the whole year, the children acquired the basic knowledge of the wood, learnt to draw simple conclusions and to generalise.

569. GRADOWSKI, J. - NILSSON, G.
Man börjar med att titta på världs-kartan.
(Getting to know the world map)
Förskolan, 65, 1982, No. 9, pp. 16-18.
3 photographs.

The article describes an experiment that was made in Lund. Preschool children were gradually shown small parts of the world map in a simplified form.

After hearing what the teacher told them about the main countries, the children expressed their ideas in drawing.

570. KOMBOČOVÁ, M.
Pěstování rostlin. (Growing plants.)
Předškolní výchova, 37, 1982/1983, No. 3, pp.22-23.

This is an instruction on how to grow plants accompanied by a list of plants that are suitable for growing in nursery school.

571. KONZANOVA, Ye.
Formirovaniye obobshchennykh predstavleniy o nekotorykh yavleniyakh nezhivoy prirody. (The formation of generalised ideas of some phenomena of the inorganic nature.)
Doshkolnoye vospitaniye, 1982, No. 11, pp. 39-42.

The author decided to investigate the formation of generalised ideas of some phenomena of the inorganic nature and to systemise ways of the formation of these ideas. She worked out a system of occupations and experiments enabling the children to get acquainted with some physical properties of water, snow, ice and wind. The work was divided into: 1/ short-term systematic observation of the phenomena of the inorganic nature in natural conditions, 2/ practical activities and play, 3/ generalising talks, 4/ giving more precision to ideas acquired in the preceding stages of the experiment, 5/ talks following the reading of excerpts from fiction and the teacher's narration. The results showed that the children had concrete ideas that enabled them to grasp the real conses of the phenomena. The formation of generalised ideas occured on the basis of intellectual processes. The transition from the perception of phenomena to their generalisation took place in the course of various activities. The familiarisation with partial peculiarities of the phenomena made it possible to specify significant physical properties.

572. KHEMLOVÁ, D.
Pěstitelské dovednosti. /The skill of growing plants.)
Předškolní výchova, 36, 1981/1982, No. 8, pp.14-15.
1 photograph.

The growing of plants differs from other work activities by its being a long-term process in the course of which the children acquire knowledge of the growth of plants and skills necessary for growing them. The children get to know the importance of purposeful, organised group work. The teacher describes a demonstration occupation aimed at reinforcing the knowledge of the basic needs of the growth of plants and skills necessary for tending the plants, such as hoeing, weeding, watering. This occupation was the result of year-long observations and work in the garden.

573. MAKEDONSKA, S. - CHANEVSKI, H.
Detsata i prirodata. (Children and the nature.)
Preduchilishtno vŭzpitanie, 30, 1982, No. 5,
pp. 8-10.

The authors discuss a problem that is of considerable importance for the education of the youngest generation, namely the attitude of children to the nature. The aim is to teach the child to perceive and understand nature correctly and to express its attitude to the environment, to people etc. The cultivation of love to the nature depends on the degree of the child's knowledge of nature. The teacher has the leading role in this process.

574. NIKOLAYEVA, S.
Ispolzovaniye modeley pri oznakomlenii s prirodoy.
(The use of models in the familiarisation with nature.)
Doshkolnoye vospitaniye, 1982, No. 4, pp. 34-38.
7 figs.

This is the description of a research study and its results. The study was made with the use of two-dimensional models in making the children familiar with the phenomena and laws of organic nature. The models used were nature calendars in which the children recorded changes in nature with the use of charts and their effect on animate objects. Thus the children deduced and recorded in a graphic way the laws governing the relations of natural objects, causes and results. This contributed to the development of both the objectively illustrative thinking and the logical thinking. The work with the calendar enriched concrete ideas of children and developed in them a special kind of ideas reflecting the process of changes in the nature in unity with seasonal phenomena. The children got to know both the external and internal relations, deduced simple laws. Their speech developed at the same time. The appendix shows examples of some calendars:

the observation of birds by various age groups of children, the observation of seasonal changes and the growth of a radish.

575. OBRAZTSOVA, L.
Umstvennoye vospitaniye doshkolnikov v protsesse raboty s prirodnym materialom. (The intellectual education of preschool children in work with natural materials.)
Doshkolnoye vospitaniye, 1982, No. 6, pp. 30-32.

The intellectual education of children takes place in the course of observations, simple experiments and work activities. The collection, sorting out and further use of natural materials can be very effective in making the children familiar with the nature. When collecting natural materials, the child gets to know their characteristic features, reinforces practically its knowledge of nature and learns concretely to compare and generalize. The children like to collect and sort out. Their interest can be kept only if the collecting of materials has some sense. Such an attitude increases the children's curiosity, stimulates them to seek what is necessary, to collect and compare. For example, children can collect acorns and cones that can be used for developing mathematical concepts. Another example : the collection of seeds for sowing in spring, for feeding the birds in winter, topic-oriented herbariums (autumn leaves, flowers on the flower-bed, the making of toys, arrangement of dry flowers and fruits in vases and the like.)

576. OVETISYAN, L.
Formirovaniye logicheskogo myshleniya detey v protsesse oznakomleniya s prirodoy. (The formation of children´s logical thinking in the process of familiarisation with the nature.)
Doshkolnoye vospitaniye, 1982, No. 7, pp. 22-25.
1 photograph, 1 ref.

It is necessary for the development of logical thinking to give the child tasks that make it analyse and synthetise familiar facts acquired by the perception of objects and phenomena and stimulate its striving for further knowledge. This opportunity is provided in the familiarisation with the nature. The children get familiar with characteristic features of a carrot, for example, and compare what it is like; they compare the individual features or seek the differences. The description of the main features of an object and classification and systemisation according to equal features contribute to the development of logical thinking. Even preschool children can sort out groups, such as animals, plants, flowers, fruit, vegetables. When observing natural phenomena, the children get to know their mutual relations, make judgements and conclusions, e.g. when observing changes connected with the seasons.

577. REHÁKOVÁ, H.
Vidiecke deti a životné prostredie. (Village children and the environment.)
Predškolská výchova, 36, 1981/1982, No. 10.pp.24-25.
1 photograph.

The children should be taught to perceive and experience the beauties of the environment, to notice changes in the organic and inorganic nature connected with the seasons of the year. The teacher helps the children to grasp natural phenomena and to protect the environment. Besides observations , children's play and works of fiction can be used for this.

578. SEREGNI, M.
Meine Wochenpläne für Sand und Wasser. (My weekly plans for sand and water.)
Der Schweizerische Kindergarten, 72, 1982,
No. 5, pp. 11-14.
2 photographs, 1 fig.

This is an example of a plan for two weeks in which the work is divided into three stages: 1/ Experiencing. Acquisition of experience, the seeking of materials, walks to the water. 2/ Reinforcement. Outdoor activities and games, building on the sand, experiments with water and sand to discover their properties. 3/ Activities. Building, drawing, painting, play with new toys (an excavator, a crane), expression by music (various sounds made by water and sand).

579. SCHÖCHLIN-BLATTER, W. - SCHÖCHLIN-BLATTER, T.
Physik erleben im Kindergarten. (Physics in the nursery school.)
Der Schweizerische Kindergarten, 72, 1982, No. 1,
pp. 20-22.
5 refs.

The child gets acquainted with physical laws in the course of play and in everyday life. It tries to grasp the surrounding world intellectually even at preschool age. The authors mention topics that give the teacher an opportunity of explaining to the children simple physical laws (water, light and shadow, the weather, household work, cooking) and materials that can be used for simple experiments. Thus the initial intuitive understanding of the world by the child changes into conscious understanding.

580. SKRZYSZOWSKA, H.
Kształtowanie pojęć przyrodniczych. (The formation of conceptions of nature.)
Wychowanie w przedszkolu, 35, 1982, No. 6,
pp. 287-291.
1 fig., 1 ref.

Examples are given of walks with five-year-old children into the surroundings. Some tasks and texts of dialogues are mentioned (topics: mushrooms, distinguishing edible and non-edible mushrooms, wildlife preservation, observation of coniferous trees etc.)

10.7 Child and the world of technology

581. **KOZAK, W.**
Czynniki warunkujace rozwój kultury technicznej dzieci przedszkolnych. (Factors conditioning the development of preschool children's technical culture.)
Wychowanie w przedszkolu, 35, 1982, Nos. 11/12, pp. 571-575.

These factors include primarily the teacher's good thinking and knowledge and suitably organized didactic environment (this means "separation of corners for designing and manufacturing activities; sets of instruments, pictures, mechanical model trains and similar toys...."). Problems of suitable teacher training for a didactically correct guidance of polytechnical education are analyzed.

582. **[illegible], H.**
Kind, Technik und Sachunterricht. (The child, technology and subject instruction.)
Der Schweizerische Kindergarten, 72, 1982, No. 1, pp. 2-4.
8 refs.

One of the tasks of nursery school is to make children acquainted with the nature and with technology. This requirement is included in the general plan of curriculum for nursery schools - it is contained in sections called: "Experiences from the nature and its observation" and "Physical laws - technology". The author formulates the aims of subject instruction in the nursery school as follows : To support the child's interest in the surrounding world by suitable selection and introduction of the subject. To ensure the child's contact with the selected subject matter through all senses. To guide the child to expressing the acquired knowledge verbally, in creative or motor activity. To develop the children's cognitive abilities, especially the ability of categorizing, revealing relations, causes and consequences. These tasks apply to the sphere of technological education as well.

583. JA[illegible], H. - [illegible], E.
Refleksje na temat terapii pedagogicznej w przedszkolu. (Reflections on educational therapy in nursery school.)
Wychowanie w przedszkolu, 35, 1982, Nr. 11/12, pp. 976-980.
13 refs.

A brief introduction characterizing the special features of preschool age from the viewpoint of the application of methods of educational therapy is followed by reflections concentrating on the main directions of spontaneous activities: various kinds of theatre plays, music activities.

584. MACCHIETTI, S. S.
Tra tradizione e innovazione: lingua e linguaggi non verbali. (Between tradition and innovation: the language and non-verbal languages.)
Scuola materna, 69, 1981/1982, No. 18, pp.1190-1197.
10 refs.

The contribution points out the tradition of educational thinking concerning languages and non-verbal forms of communication and discusses the ideas of Froebel and Rosa Agazzi ("the primacy of language" in preschool education); the author's analysis of educational innovations in this sphere concentrates especially on the possibilities of using systems of symbols, in particular in art and aesthetic education, important for the development of the child's creative abilities.

585. MELIK-PASHAYEV, A. - NOVLYANSKAYA, Z.
[illegible] (Overcoming the first difficulties.)
Semya i shkola, 1982, No. 12, pp. 39-42.
1 photograph, 1 fig.

This is advice to parents on how to develop those abilities of the child that may become the basis for art creativity, either visual or verbal. They may be developed in the form of various games and tasks. The parents should play with their children or stimulate group play of several children. The child should not notice that the parents have a certain teaching aspect in mind, the parents should be equal partners in play. The authors describe how the children learn to observe and distinguish even slight differences, to distinguish various colour shades, to achieve various shades by mixing colours, to train small muscles of the hand that are used for holding the pencil or the brush. Verbal creativity may be developed by means of various games with words, completion of sentences and the like.

586. [illegible], E.
Iskusstvo i vospitaniye. (Art and education.)
Doshkolnoye vospitaniye, 1982, No. 9, pp. 24-29.

The real aim of aesthetic education is the formation of high aesthetic criteria in relation to all phenomena of life, to the nature, to the society. Aesthetic education is a means of forming moral criteria, work abilities and pleasure of work, of developing knowledge. The connection of aesthetic criteria with all tasks of education occurs along several lines, e.g. in the combination of art and work education. The creative process that takes place in art activities or in building is accessible even to a preschool child and connected with a fixation to a real object. This is why art education is important since the earliest childhood. However, this necessitates special training of the teachers.

11.1 General questions

587. KRČKOVÁ, J.
Jdou do školy - jak je obléknem ? (They are going to school - how shall we dress them ?)
Děti a my, 12, 1982, No. 3, pp. 27-30.
3 photographs.

This is an interview with Mr Jiří Bunda, head of the scientific and research department of the Institute of Interior and Fashion Design, on the clothing of children of all age groups (0-2 sucklings and toddlers, 2-5 preschool children, 5-9 younger school children, 10-14 older school children, 15-18 adolescents.) The kind of clothing, its purpose and function are decisive for determining its suitability for the respective age group. Interest in clothing can be observed in children since the age of three or four years. The child develops its own ideas of clothing by imitating its friends and by observing other children in the group. The child must learn to use its clothing, to distinguish what clothing is suitable or unsuitable for a specific kind of work, play and entertainment. The problem of school uniforms is discussed. At the present time, the jeans type of clothing is widely used and much liked. Other problems discussed include the specific features of girls´ clothing, developmental trends in children´s clothing, hygienic and health aspects of children´s clothing.

588. KRČKOVÁ, J.
Móda pro děti a mladistvé. (Fashion for children and teenagers.)
Děti a my, 12, 1982, No. 1, pp. 26-28.
3 photographs.

Parents are given advice on how to dress children and teenagers fashionably. The principles of correct clothing are discussed. It is necessary to know what young people want, to understand them, to meet them halfway, to respect their opinions. Sets and suits consisting of several pieces are most suitable for all age groups. They may be in the sports style, in the rustic style with new elements of the safari style, or in the romantic country style. The clothing should be all in one style but it should have the specific features that are typical for the respective age group. Patterns, colours and proportions of the clothing should correspond to the child's age and its mentality.

589. MIŠURCOVÁ, V.
Komplexní estetická výchova v předškolním věku.
(Complex aesthetical education at preschool age.)
Estetická výchova, 22, 1981/1982, No. 7, p. 194.

This contribution to the discussion at the INSEA seminar that was held in Brno in 1980 explains in what forms the principle of complex aesthetic effect is put into practice in preschool aesthetic education and what are the complex reactions of preschool children to this educational treatment. The author states that children show a specific need to perceive the world with all senses, to perceive the world actively with the help of all means that they have at hand: the voice, the word, mimics, drawing and music. The aesthetic satisfaction evoked in the child by complex aesthetic stimuli is the source of the liking for fairy-tales, music, songs, movement and expression by movement and by graphic means. Further, the author states that the basis of aesthetic education at preschool age is art for children, especially children's folklore in which the principle of complexity manifests itself most conspicuously. In the author's opinion, the basic feature of complex aesthetic education is its connection with children's play. Mutual links between art and the play of a preschool child are very firm. They exist, e.g., in games with singing, in dramatic plays, in play with musical toys etc.

590. [illegible], L.
Lokalkulturen är viktigast. (The local culture is most important.)
Förskolan, 61, 1982, No. 10, pp. 10-11.

The article discusses not only the importance of the knowledge of the history of one's own environment (village, town) and country but also - and mainly - cultural behaviour and education to it (table manners and types of music, old folk songs and legends.) Older children have access to the literature, younger ones should be supplied with suitably selected topics and their interest in their environment should be cultivated.

591. CHVALKOVÁ, B.
Učíme děti vnímat krásu. (Teaching the children to perceive beauty.) Cont.
Dítě a my, 12, 1982, No. 1, Appendix pp. 1-4.

Problems of the aesthetic education of children are discussed. The aesthetic quality does not exist as an intrinsic permanent part of things, it is always connected with the reactions of people and with the evaluation by a certain subject. Man´s aesthetic evaluation does not originate as a constant scale, it develops since the earliest childhood under the influence of various factors. Aesthetics distinguishes three different, mutually interconnected spheres of beauty - the nature, the non-artistic products of human activity and the art. These spheres influence the child directly or through institutions. The aesthetic development is an inseparable part of the individual´s mental life. Therefore it is possible to influence other parts of the child´s personality through the aesthetic effect, to enrich the emotional sphere, to contribute to the development of positive moral attitudes and qualities, to act on the sensory organs, to enrich the child´s knowledge and to stimulate the child´s thinking. The beginnings of aesthetic feeling can be observed in very young children. As the child grows, its aesthetic activity develops, its perception intensifies and its ability of reproduction improves. Systematic aesthetic education starts, to a certain extent, in the crèche and then, in a complex way, in the nursery school. It is primarily the sphere of music - the child has auditory percepts ever since the first months of life; the first singing attempts appear in the second year of life, attempts at reproduction grow more frequent gradually. The child´s music development does not occur spontaneously (the result depends on the environment and the quality of the effect of music education.) Singing is of special importance in the child´s music education, alongside with literary education (the narration of fairytales, the learning of poems and nursery rhymes) and the familiarization with books. Looking through a book changes gradually into concentrated perception of pictures and the spoken word. Thus also the culture of the child´s expression is cultivated, alongside with receptive education. Dramatic education is also important for the child´s development.Puppets play an important role in the child´s life. The theatre acts on all senses of man and its effect on the child is very intensive. Art education is important for the cultivation of the child´s aesthetic taste. The toy takes a significant place in the child´s life, too. The toy is closely connected with visual arts. The educative effect of the toy should be enhanced by teaching the child to take care of it, to keep it in the proper place; in this way the child develops a good attitude to this first thing in its personal property. The main aim of aesthetic education is to teach the child to perceive and to see, to activate the child for the aesthetic experience, not to present to the child ready-made judgements and opinions.

592. OSVALDOVÁ, B.
Učíme děti poznávat krásu. (Teaching the children to perceive beauty.)
Děti a my, 12, 1982, No. 2, appendix pp. 1-4.
Cont. 1.
5 photographs, 1 fig.

The article discusses the problems of environment for children living in towns and the possibilities of their movement out of doors. To improve the environment for town children, the Ostrava branch of the Czech Visual Arts Fund organized in the year 1976 a competition for the design of the area surrounded by blocks of flats called Fifejdy in the Lechowiczova street. Among the participants invited to the closer competition was the sculptor Kurt Gebauer, who tried to design the whole area in a way enabling both children and adults to play here at various places. The big nationwide competition brought a number of new ideas (a similar design was prepared by B.Zave[illegible]. for an area in the South Town in Prague but it remained only in the paper stage). The Fifejdy playground belongs to the category of so called Robinsonian playgrounds. There are about 400 preschool children in the Fifejdy blocks of flats. The area in the middle of the blocks of flats is designed as a minilandscape that can be used irrespective of the degree of maintenance. The arrangement of the whole area should inspire both children and adults to play and to sports activities. The area contains the Robinsonian playground mentioned above, a fairground and an amphitheatre (in summer there is a paddling pool, surfaces for drawing, an amateur stage with a circular auditorium for 300 sitting spectators).

The stage surface can change into a skating-rink in winter. There is also a run, a hill for tobogganing, a track and lawn and concrete playgrounds. The whole area is equipped with various minor attractions. The playgrounds should withstand children´s romping (dismountable benches, portable logs). The design will be realized with the help of the sculptor´s fellow-workers, parents, citizens and national committees. However, they meet a number of material and technical difficulties. The building industry is not ready to fulfil tasks such as construction of children´s playgrounds.

593. OSVALDOVÁ, B.
Učíme děti poznávat krásu. (Teaching the children to perceive beauty.)
Děti a my, 12, 1982, No. 3, appendix pp. 1-4.
Cont. 2.
1 photograph, 1 fig.

The author discusses the importance of illustrations as a part of graphic art in children´s books. The picture in a book becomes an illustration only in the course of reading. Until then it is a picture like any other. The illustrator´s task is to amuse and inform child readers, to fulfill the aesthetic function, to educate to art through art, to develop the child´s phantasy and personality as a whole. The illustrator always creates for a certain age group, mediates the knowledge of the surrounding world and, in a way, eliminates the inconsistence between the child´s imagination and the artist´s fantasy. Thus the illustration is a bridge to art and the first school of artistic taste.

The basic functions of children´s illustrations are characterised (cognitive, noetic, aesthetic, educational). Illustrations can be distinguished according to the individual genres. The realistic and the naturalistic approach to the illustration is discussed. The child shows interest in pictures since the first year of its life. Modern illustrations are one of the elements that offset the growing authoritative pressure limiting the healthy and creative development of the child in the industrialised society. It should act as an independent art impulse, not only as a grey accompaniment to the plot. The final part of the article contains an artist´s declaration by the outstanding illustrator of children´s books, Cyril Bouda.

594. OSVALDOVÁ, B.
Učíme děti poznávat krásu. (Teaching the children to perceive beauty.) Final part.
Děti a my, 12, 1982, No. 4, appendix pp. 1-4.
2 photographs, 2 figs.

The article discusses the importance and the role of puppet theatre in the life of today´s child. The magic of puppet theatre has survived in spite of the influence of TV. The interest in puppeteering tradition has revived, exhibitions showing the development and production of puppets take place, the international scenographic exhibition called Prague Quadrennial that was held under the auspices of the U.N.E.S.C.O. found great response, and stage-sceneries of Czechoslovak puppet performances belonged to the best exhibits.Classical puppet plays are put on stage for adults (The puppets´ empire, The dragon). The Czech puppeteer tradition is older than professional drama. (Puppet theatre had been a popular family entertainment for the lower sections of the population until the second half of the 19th century.) The Punch was a typical character. The development of the puppet theatre is described until the present. The present-day puppet theatre uses glove puppets, Javanese type rod puppets, marionettes, shadow puppets, a combination of the black theatre is used (actors play together with puppets), the stage and the props improve. The specific nature of the spectator should be a stimulus to high-quality choice and performance of puppet plays (they are published only by Dilia). The repertories of theatres are limited to two streams: the experimental one and the purely commercial one (a dangerous trend in the development of the puppet theatre). Another extreme is the conception of puppet theatre as a morality play. A good puppet theatre should fulfil a number of requirements and respect the children's age. The puppet theatre should give the children a deep emotional experience in today's rationalised world, it should educate them to an active, creative attitude to life, work and the society.

595. ZAL[illegible]-PAWLAK, M.

[illegible] (Aesthetic education in the programmes of Italian nursery schools.)

Wychowanie w przedszkolu, 35, 1982, No. 10,

pp. 516-524.

8 refs.

The author analyses especially official documents -

programmes and instructions for nursery school teachers of 1914, 1923, 1939, 1945 and especially the two latest ones of 1958 and 1969. Special attention is given to their theoretical foundations (ideas of Froebel, R. Agazzi, M. Montessori, M. del Pian, A. Agazzi).

596. ŽIŽKOVÁ, E.
Estetická výchova a informatika. (Aesthetic education and information studies.)
Estetická výchova, 22, 1981/1982, No. 7, p. 171.

This is information about the existence, importance and function of four thesauri for the sphere of aesthetic education. The first one appeared under the title Aesthetic education and it includes concepts that are common to all spheres of aesthetic education. The other three thesauri are called Art education, Music education and Literary education and they gather the concepts of the respective sphere connected with the subject matter. Each of the thesauri was worked out by a team comprising experts, mostly teachers of teacher training colleges.

11.2 Music education

597. APPRIL-[illegible], M.
Vers l'expression en musique et la danse libre.
(For expression in music and in free dance.)
L'éducation enfantine, 1982, No. 7, pp. 10-14.
3 photographs.

The art of dance has many forms. The author concentrates on expressive dance in the natural form, developed lately by I. Duncan and her followers, such as Malkovsky. Even preschool children can be stimulated to expression through movement on the basis of music. The child's movement, which is inspired by a suitably chosen music, is natural, coordinated, sensitive and it reflects the harmony of music and dance.

598. [illegible], A.
Die Jugendmusikschulen im Kanton Basel - Landschaft.
(Youth music schools in the canton of outer Basel.)
Der Schweizerische Kindergarten, 72, 1982, No. 6,
pp. 15-16.

Since the year 1963, communities can set up music schools for children and youth with the financial aid of the canton. The parents pay adequate fees. As the basic music education should start very early, it was decided to organise courses for children of preschool age directly in nursery schools. In this way nursery school children get professional music preparation that can be used in courses for school children. The results are very good. The parents were informed by means of leaflets in German, Italian and Turkish. It is pleasing that especially foreigners show an increasing interest in the courses.

599. [illegible], A.
L´expression corporelle et l´initiative rythmique chez les jeunes enfants. (The corporal expression and rhythmical initiative in young children.)
L´école maternelle belge, 1982/1983, No. 1, pp. 31-32.

The author of the article tries to classify means helping the child to express itself in movement, rhythm, music and with aesthetic taste. She includes in her summary natural means (movement, the voice) and current means (toys, materials) as well as sports apparatus, sound aids, music instruments that are easy to master, collections of puzzles and songs and gramophone records (with a selection of classical, popular, folk and children´s music).

600. GILLIE, A.-M.
Le chant à l´école maternelle. (Singing in the nursery school.)
L´école maternelle française, 1982/1983, No. 2, pp. 17-30.

The article discusses practical education of children between three and seven in singing. Examples of selected eleven songs are used to demonstrate the technique of developing and cultivating the child´s voice. The selection includes children´s songs as well as songs for adults, both of French and foreign origin. Each song is supplemented with a text containing its musical analysis and suggesting the method of teaching to be used in its interpretation. The correct cultivation of the voice since childhood makes it possible for an adult to draw from the music culture, which has an irreplaceable role in human life.

601. IGNATOVA, N. - YORDANOVA, A.
Metalofonŭt - sredstvo za razvitie na muzikalnite sposobnosti. (A children's xylophone as a means of developing musical ability.)
Preduchilishtno vŭzpitanie, [illegible], 1982, No. 4,
pp. 14-17.
1 photograph, 2 tables, 2 charts, 4 refs.

The children's xylophone with metal plates can become an important aid in developing the musical abilities of nursery school children. The authors conducted an experiment and used the following methods and techniques in the teaching process: group and individual instruction, didactic music games, sound effects etc. They achieved very good results. Their experience can be used in a creative approach to the problems of music education.

602. IVANOVA, N. V.
Tekhnicheskiye sredstva obucheniya na urokakh metodiki muzykal'nogo vospitaniya. (Technical teaching aids in lessons of music education methodology.)
Doshkolnoye vospitaniye, 1982, No. 4, pp. [illegible].

The methodology of music education should help to discover the abilities and skills of children of various ages in the course of various music activities, e.g. singing, rhythmical movements to the accompaniment of music, listening to music, playing children's musical instruments etc. Although the students can observe these activities in a nursery school, it is suitable to supplement the teaching process with demonstrations. Tape recordings made of children's singing and compositions suitable for listening may be used to supplement lectures. Colour film strips or film loops can be used in a similar way. The author describes also suitable audiovisual aids, such as a film projector, an overhead projector, a tape recorder.

603. KOVAŘÍK, V.
III. konference o předškolní hudební výchově.
(The 3rd conference on preschool music education.)
Estetická výchova, 23, 1982/1983, No. 1, p. 12.

This is information about the conference on preschool music education that took place in Prague and was attended by nursery school teachers, teachers of teacher training schools, music composers composing music for children, regional and district methodologists for nursery schools, representatives of the wireless, TV and other institutions. The topic of the conference could be expressed by the slogan "Let us sing with the youngest ones" and, as it turned out, the choice was not incidental. It has been observed in the recent years (i.e. in the course of the introduction of the new conception of educational work) that preschool music education is penetrated by some influences that distract from the real essence of music education. The main thing - singing - disappears sometimes from music education. It is frequently replaced by fairytales, stories, accompanied by rhythmic recital or by melodization of words and locomotive games with songs.

Thus systematic singing and work with the song shift to the periphery of the children's music education.

604. KRĂSTEVA, G.
Pevcheskata dejnost i muzikalnoto razvitie na părvoklasnicite. (Singing and musical development of grade one pupils.)
Nachalno obrazovanie, 1982, No. 8, pp. 33-38.
6 refs.

The author explains the requirements laid down in the new curricula of music education. She pays attention to the cultivation of children's singing and stresses that singing should occupy its proper place in children's music education. Further, she discusses the cultivation of musical ear achieved by the use of various exercises, musical games etc.

605. LEWANDOWSKA, K.
O rozwoju zdolności muzycznych. (On the development of musical abilities.)
Wychowanie w przedszkolu, 35, 1982, nr. 4/5,
pp. 208-211.

The results of experiments made in the sphere of educational psychology show relatively accurate age limits for the development of various musical abilities (pitch distinguishing, vocal motor activity, perception and singing of the "overall contour of a melody" etc.). These results can be used as the basis for various training methods - for the cultivation of musical ear, voice, note reading (Madeleine Carabo-Cone's method is given as an example).

606. LEBÁROVÁ, M.
Ostinátny sprievod k piesňam a riekankám. (Ostinato accompaniment to songs and nursery rhymes.)
Predškolská výchova, 36, 1981/1982, No. 6,
pp. 14-19.

The methodology of educational work in crèches and nursery schools recommends the gradual introduction of ostinato accompaniment in the middle age group and the use of ostinato for the accompaniment of songs and of a simple prelude. The ostinato accompaniment is made by repeating a certain rhythmical or melodic motive of the nursery rhyme or song in the course of the whole composition since the beginning to the end, without any change. This accompaniment should not be only an exercise in the rhythm and metre, its nature should help to evoke the atmosphere of the composition. This is why it is always motivated; various dynamic and colour shades are used and the accompaniment is made by words, by play on one´s own body, by play on a simple musical instrument or by a combination of all these forms. The author gives examples of accompaniment to familiar nursery rhymes and songs - - recordings.

607. MILANOV, T.
Za muzikalno-esteticheskoto vǎzpitanie v detskata gradina. (Music and aesthetic education in the nursery school.)
Preduchilishtno vǎzpitanie, 30, 1982, No. 2,
pp. 22-27.
2 photographs.

Music and aesthetic education begins in the earliest childhood. It is well known that various musical abilities develop at various ages and the author is of the opinion that there are two levels in the cultivation of music culture that are of decisive importance in the child's development : a/ direct auditory perception, reproduction and creation of music; b/ conscious perception that discerns the laws of expression and means and is based on the knowledge of a system of symbols (notes). These two forms are also stages in the historical development of music. The author uses them as the basis for working out a system of music education.

608. ORLOVA, T.

Muzykalnyye zanyatiya v podgotovitelnoy k shkole gruppe. (Music occupations in the transfer group.)

Doshkolnoye vospitaniye, 1962, No. 2, pp. 82-89.

All kinds of musical activities are carried out in music occupations. The occupation usually consists of the following: 1. Music and rhythmic exercise, learning the elements of dances, songs and folk dances (khorovods). 2. Exercise developing the musical ear (didactic musical games, music instruments are used for this.) 3. Vocal exercise aimed at improving clean intonation and widening the vocal range. 4. Learning of a new song. 5. Listening to music (played on the piano or reproduced). 6. Games or dances. 7. Exercise developing dance or play creativity. 8. The structure of the occupation may change in keeping with the nature of the preceding occupation or difficulty of a new material.

609. ORLOVA, T.
Sistema uprazhneniy dlya razvitiya muzykalnogo golosa i slukha. (A system of exercise developing the voice and musical ear.)
Doshkolnoye vospitaniye, 1982, No. 8, pp. 80-84.
Cont.

A system of music occupations for six- to seven-year-olds is described. The contents of each occupation are given, together with a brief description of the explanation that the teacher gives to the children and the questions she asks.

610. ORLOVA, T.
Sistema uprazhneniy dlya razvitiya muzykalnogo golosa i slukha. (A system of exercise developing the voice and musical ear.) Cont. 1.

Doshkolnoye vospitaniye, 1982, No. 9, pp. 80-85.

A system of music occupations for six- to seven-year-olds (Nos. 21-45) is described.

611. ORLOVA, T.
Sistema uprazhneniy dlya razvitiya muzykalnogo golosa i slukha. (A system of exercise developing the voice and musical ear.) Final part.
Doshkolnoye vospitaniye, 1982, No. 10, pp. 77-82.

A system of music occupations for six- to seven-year-olds (Nos. 46-70) is described. The described system presupposes a high level of music education in the nursery school and systematic work since the earliest childhood.

612. POKROGANOVA, M.
Rannoto razvitie na muzikalnite sposobnosti.
(Early development of musical abilities.)
Preduchilishtno vŭzpitanie, 30, 1982, No. 2,
pp. 28-30.

The author presents the results of an investigation that covered 100 children aged three to five. She concentrated on their musical ear, their ability of musical and auditory ideas (the recognition of a melody) and on rhythm. She made an analysis of the results and makes some recommendations on their basis for the practice, i. e. for education in nursery schools.

613. BUNEVA, D.
"Detski albun" na Svetoslav Obretenov. (Svetoslav Obretenov's "Children's album.")
Preduchilishtno vŭzpitanie, 30, 1982, No. 5,
pp. 22-24.

The author characterizes and analyses in detail works by the Bulgarian music composer Svetoslav Obretenov included in the "Children's album" and she shows how this music can be used in nursery schools in the formation of the children's perception of music.

614. SEDLÁK, F.
Některé problémy hudební didaktiky jako vědní disciplíny. (Some problems of the didactics of music as a branch of science.)
Estetická výchova, 22, 1981/1982, No. 7, pp. 173-176.

This theoretical study deals with an analysis of problems that brake the development of the didactics of music as a separate branch of science. The author states that the sphere of the didactics of music reflects all open and unsolved problems of music education and, moreover, the didactics of music retain its fundamental task, i. e. to explore the laws of music education process at school and its factors (teacher - subject matter - pupil) as well as the influencing of the young generation by music outside school. He states further that if the didactics of music is to develop as an independent branch of science, it will be necessary to strengthen its methodological basis and to analyse the specific nature of the process of music education, to secure its power of life and appeal and overall dramaturgy that must correspond much more to the position and role of music in the present-day society and to the results of civilization changes.

615. SOSIŃSKA, T.
Umuzykalnienie a rozwój społeczno-moralny. (The development of musicality and social and moral development.)
Wychowanie w przedszkolu, 35, 1982, Nos. 7/8, pp. 380-384.
2 photographs, 3 refs.

The connection between the child's emotional and moral development and its musicality and the development of its interest in music is shown on examples from practical occupations of nursery school children.

616. **SHARAPOVA, V.**
U istokov pedagogicheskogo puti. (The beginnings of the educational process.)
Doshkolnoye vospitaniye, 1982, No. 2, pp. 71-73.

One of the tasks of the professional training of a nursery school teacher is to teach her to use music in the course of occupations, in everyday life, in the course of play. The author gives examples of the use of music to provide additional motivation in art education, in play, in speech development, in making the children acquainted with their surroundings, for the cultivation of patriotic feelings.

617. **TACHEVA, S. - TACHEV, S.**
Detskite muzikalni igri. (Children´s musical games.)
Preduchilishtno văzpitanie, 30, 1982, No. 8, pp. 29-31.

The authors describe several kinds of musical games that may be used in nursery schools. Besides the theoretical substantiation, they give a number of methodological recommendations for the use of these games and they stress their considerable practical value. They have divided musical games with respect to children´s age groups and they show how these games help to reinforce the basic movements.

618. **VETLUGINA, N.**
Rol muzyki v vospitanii detey. (The role of music in the education of children.)
Doshkolnoye vospitanije, 1982, No. 9, pp. 25-26.

Music and aesthetic education is an effective means of developing the child´s personality, setivating its intellectual abilities and increasing its pleasure of life. The main task of music education is its moral and ethical orientation in the formation of the child's personality. Another task is the developing of the child's ability to master independent acquisition of musical experience. To a considerable extent, the implementation of these aims depends on the quality of music teachers. Music departments of teacher training schools train music teachers for nursery schools and for primary schools. The question of university training in the theory and methodology of music education in the nursery school remains open. The departments of music education at teacher training colleges prepare music teachers for primary schools. It is necessary to work out principles for the improvement of the professional training provided at preschool education departments of universities. This task is assigned to the music education commission of the scientific and methodological council of the Ministry of Education of the U.S.S.R.

619. WIEMAN, M.
Przedszkolna orkiestra. (A preschool orchestra.)
Wychowanie w przedszkolu, 35, 1982, Nos. 7/8,
pp. 375-379.
3 photographs.

The participation of children in the learning of songs and rhythmical exercise of their own children's orchestra (consisting primarily of children's xylophones) is of considerable importance for the development of the children's musicality as well as for their overall development. A description of the activities of an orchestra of six-year-olds in a nursery school is given.

620. ZEMULA, J.

Plánování hudební výchovné práce. (Planning music education activities.)

Předškolní výchova, 36, 1981/1982, No. 6, pp.10-11.

The author explains the principles of planning music education activities on examples of a yearly plan and a monthly plan of work and preparations for the implementation of the monthly plan. He outlines the vertical systemization of the contents (proceeding from the simplest activities to more complex ones in the individual months) and the horizontal systemization (ensuring mutual interconnection of musical activities in the implementation of the aim set down for the respective month.)

621. ZUCCHINI, G. L.

La musica come fattore di educazione nei contributi di Maria Montessori e Laura Bassi. (Music as an educational factor in the contributions of Maria Montessori and Laura Bassi.)

Scuola materna, 69, 1981/1982, No. 9, pp. 511-513. 6 refs.

The paper analyses especially the methods of using music as psychotherapy (psychomusic) by Maria Montessori and "integral music" used by Laura Bassi, pays attention to the study of children's folk songs and their use in the education of preschool children.

11.2.1 Developing musicality

622. "Fredagsdansen" avslutar veckan. (The week ends with the "Friday dance".)
Förskolan, 61, 1982, No. 4, pp. 12-15.
8 photographs.

A common dance of children from all groups in the Umeå nursery school helps to develop their relation to music. The movements and games are understandable even for the youngest children. Discipline in a big collective is of considerable educational importance.

623. LORENCOVÁ, M.
Předškolní dítě a instrumentální výchova. (Preschool child and instrumental education.)
Estetická výchova, 22, 1981/1982, No. 9, pp.232-233.
5 refs.

The author discusses possibilities and ways of an optimum guidance of music education and instrumental instruction of preschool children. Music and instrumental education of preschool children should be conceived, in keeping with the psychological peculiarities of children of this age, only as a series of various games - auditory, rhythmical and dance, locomotive,creative and instrumental. The author states further that instrumental instruction of preschool children is not recommended except for cases when the children want to play spontaneously, have a highly favourable family background and the teacher has a good attitude to young children. Long and uninterrupted piano play or violin play at home may lead to dangerous deformations of the spine in preschool children. Maximum attention should be paid to anatomical and physiological changes that occur in the preschool period.

624. LYSÁKOVÁ, M.
Rozvíjanie intonačných schopností. (The development of intonation abilities.)
Predškolská výchova, 36, 1981/1982, No. 12,
pp. 12-14.

The author presents examples of developing the intonation abilities in various ways, supplemented with notations. Play elements are used in all kinds of exercise. The children are given opportunities for applying their own creativity, for enjoying movement and singing.

625. MATTER, D. R.
Musical development in young children.
Childhood Education, 1981/1982, 58, No. 5,
pp. 305-307.
1 photograph, 11 refs.

The author stresses the importance of developing the musical abilities as widely as possible since early childhood. He compares Piaget's stages of cognitive development and stages of the development of musical abilities and, in agreement with other authors, he arrives at the conclusion that there is a considerable interrelation. Music teachers should know the general laws applying to the child's development so as to be able to choose adequate and correct educational treatment in the sphere of musical education.

626. SEDLÁK, F.
Psychologické základy zpěvu. (Psychological basis of singing.)
Předškolní výchova, 36, 1981/1982, No. 12, pp. 3-7.

Singing has an irreplaceable role in the development of the child's personality. Singing is the original, natural need that is rooted deeply in the personality. It is important also for the health, not only as a means of psychotherapy. Professionaly performed singing strengthens the physical health, intensifies the breathing, increases the vital capacity of the lungs, aids the metabolism. Children's singing is not only singing imitation but also singing improvisation, i. e. the creation of melodies and rhythms. The first imitative attempts at singing can be observed alongside with the development of speech. Spontaneous singing appear after the second year of life. Children's improvisation and creativity in singing is a way of developing the child's musical abilities and personality traits, even those that remain intact in reproduction activities.

627. SEDLÁK, F.
Vývoj hudebního vnímání v předškolním věku.
(The development of music perception at preschool age.)
Estetická výchova, 22, 1981/1982, No. 5, pp.119-120.

The study describes the development of the child's music perception since its birth till the age of six and defines means and conditions that enable the development of music perception. The perception of music by preschool children is influenced significantly by situations in which it takes place. The most natural and most effective situation is a musical play in which a complex of musical activities is used: active listening to music, singing of songs, playing children's musical instruments, physical movement stimulated by music and creative attempts at singing, instrument playing and movement connected with music. These interconnected activities take place with the use of communicative skills, intersensory habits and the joint action of analyzers that accelerate the child's musical development, create specific musical notions and experiences. They facilitate comprehension of the composition and structure of a music piece and lead to an understanding of the speech of music. A musical play creates also the necessary motivation and activity that eliminates some habits of unconcentrated and unconscious perception of music. In the course of these activities, the musical ear chooses from the rich speech of music an increasing number of variants of the means of music expression that become parts of the child's "intonation vocabulary."

628. TOPIÉNIUS, CH.
Sjung mer i förskolan! More singing in nursery schools)
Förskolan, 61, 1982, No. 4, p. 18.
1 photograph.

The child's passive listening should be replaced by active participation. However, prerequisites for a future positive relation to music cannot be created by forcing the child to sing. Spontaneous joy is an investment for the whole life.

11.2.2 Musical activities

629. ALESSANDRI, M. - FAVARINI, A. M.
Il flauto cantarino. Metodo per l'insegnamento del flauto dolce. (The singing flute. A method for teaching the flute play.)
Scuola materna, 69, 1981/1982, No. 17, appendix pp. 1-24.

This is a detailed instruction accompanied by rich materials containing songs, notations, pictures and instructive sketches. The method has been tried experimentally by the authors for several years. Besides practical instruction in playing, the children are initiated into the rudiments of music theory.

630. KULKA, J.
Příspěvek k psychologii hudebního nadání. (A contribution to the psychology of musical talent.)
Estetická výchova, 22, 1981/1982, No. 5, pp. 203-204.
7 refs.

The author explains the conception of musical talent from the psychological viewpoint, its structure and kinds. The reader may get acquainted with various definitions and classification of musical talent and musical abilities as they appear in the contemporary professional literature. The author is convinced that the elaboration of problems of musical talent in detail is of diagnostic and prognostic importance.

631. PILÁRIKOVÁ, M.
Glosy o hudební výchově v Japonsku. (Notes on music education in Japan.)
Estetická výchova, 22, 1981/1982, No.3, pp.129-130.

This is information about the system, teaching methods and tasks of music education in Japan. Considerable stress is laid on the education of young children. However, music education has a specific nature due to the hypothesis that singing need not and does not fulfil its role in young children, although this well-tried means is the dominant form of educating school children to music (musicality). Not every child has talent for singing. The general vocal abilities of preschool children are quite limited but all children have a sense of rhythm and are naturally playful. The result is the fact that young children in Japan do not sing, they play various types of musical instruments that are easy to master, often various rhythmic instruments made by the children themselves and the aim is that each child should understand and master playing some of them. All young children get the rudiments of piano playing, the instructor being the nursery school teacher.

632. SIMONYAN, G.
Muzykalnyie zanyatiya i vechera dosuga s detmi rannego vozrasta. (Music occupations and entertainment for young children.)
Doshkolnoye vospitaniye, 1982, No. 6, pp. 84-86.

One cannot speak about occupations of two-year-old children in the right sense of the word. The teacher evokes the children´s interest with a toy (e.g. a toy hare). The children sing for the hare together with their teacher, they lull the hare asleep etc. Occupations of three-year--olds include movements accompanied by music. Various matinée programs and parties are suitable for cultivating the perception of music and for reinforcing the acquired subject matter. They bring the children pleasant experiences and, besides, they activate the children to talk. They include various kinds of theatre performances, flannelograph projections, the showing of colour film strips, dramatization of fairytales, songs and nursery rhymes.

633. VÁŇOVÁ, H.
Motivace dětské hudební tvořivosti. (Motivation in children's musical creativity.)
Estetická výchova 22, 1981/1982, No. 6, pp. 147-149.
12 refs.

This professional study deals with the problems of children's musical creativity. The author enumerates the main internal and external sources of musical self-realization (self-expression) of children. In agreement with the view of a number of quoted psychologists and educators, she considers spontaneity, playfulness and musical emotions as the most important motivation impulses of musical creation. She points out that primary motivation itself is not sufficient for music production and its further development. The teacher has an irreplaceable role in the development of musical creativity, stimulates, inspires, encourages, controls, directs and evaluates tactfully the children's musical creations. However, the children can be led to musical creativity only by a teacher who approaches the music and instruction in a creative way.

11.2.3 Receptive music education

634. JAKALOVÁ, L.
K interpretácii a počúvaniu skladieb na materských školách. (On the interpretation of compositions and listening to them in nursery schools.)
Estetická výchova, 22, 1981/1982, No. 7, pp.183-184, 1 ref.

The selection of pieces of music suitable for listening to by preschool children is discussed from the points of view of psychology, aesthetics and educational science. Taking into account these general viewpoints, the author presents a list of recommended compositions for listening to music. Further, the author describes well-tried methods of preparation, interpretation and listening to music used by students of the Levice teacher training school in their nursery school teaching practitice. Music for listening was played by the students on musical instruments.

635. MARGOLA, F. - GUIDI, G.
Musiche. (Songs.)
Scuola materna, 69, 1981/1982, No. 4, pp. 227-260.

This monographic issue contains 24 songs for nursery schools and for early childhood with notations and texts by the two composers stated above.

11.3 Art education

636. ALEXEEVA, A.
Rol dymkovskoy igrushki v esteticheskom vospitanii.
(The role of the Dymkov toy in aesthetic education.)
Doshkolnoye vospitaniye, 1982, No. 1, pp. 19-22.

The curricula recommend to familiarize children with applied folk art. The author describes a method for making the children acquainted with the Dymkov toy. At first, the staff should get acquainted with the rudiments of the Dymkov art. A plan of work with the children was elaborated for a period of four years. It contained the following : acquisition of the individual elements of the Dymkov ornament (children of the younger and middle group); acquisition of the Dymkov ornament as a whole and rudiments of toy modelling (children of the middle group); modelling and decorating of Dymkov toys (transfer group). After a year of work, the following conclusions could be drawn: planned and purposeful teaching of children to model and decorate toys develops in them creative activity, independence. The children master the required technique, their interest in folk art grows. The results of this work is conditioned by the professional training of teachers, by the provision of conditions in the preschool child care facility. Examples of occupations are given for the older and transfer groups.

637. ALEKSEYEVA, N.
Formirovaniye sensornykh sposobnostey. (The formation of sensory abilities.)
Doshkolnoye vospitaniye, 1982, No. 5, pp. 34-38.

Sensory education can be implemented in activities such as drawing, modelling, building. The author describes a method of teaching modelling to children that had previously difficulties with it. These children's perception and figurative thinking were not developed sufficiently and they did not master technical habits and skills well. It was necessary to teach them to observe objects in detail and to determine the sequence to be chosen for their modelling. For this purpose, the children got acquainted with the basic solids, such as the cylinder, pyramid, sphere, hemisphere. They determined the basic geometrical shape of the object to be modelled, its characteristic shape in comparison with the basic shape, minor parts of the object, the peculiarities of its surface.. This detailed familiarisation with the shape of the object made it possible to model it.

638. DELILLE, M.
Réflexions sur l'éducation créatrice. (Reflections on education to creativity.)
L'éducatione enfantine, 1982, No. 8, pp. 63-66.
4 figs.

The author discusses questions that often appear in connection with the education to creativity in artistic expression. She expresses her personal opinions to questions, such as: why to draw with children; is the child sensitive to beauty by nature;

what does the child's talent consist in; why to stimulate spontaneous children's drawing; how to evaluate children's drawings; how to back group drawing; how to evaluate children's drawings and what is the sense of exhibitions of children's drawings.

639. DMITRIYEVA, T.
Oznakomleniye detey s natsional'nym dekorativno-prikladnym iskusstvom. (Making the children familiar with applied national decorative art.) Doshkolnoye vospitaniye, 1962, No. 4, pp. 8-9.

The experience from Kazakhstan is described. The familiarisation with national art starts in the middle group where the children get acquainted with puppets in national costumes. They get acquainted with the typical elements of the ornaments in drawing, in the appliqué of prepared shapes, in modelling. The children of the older and transfer groups get acquainted with applied folk art of other nations of the U.S.S.R.: with the Khokhlom products, the Dymkov toys and the like. The children also visit folk artists and get acquainted with their work, they go to museums and exhibitions where they get to know the way of life and national art of the Kazakh people. The result of several years of work was a display of children's works. It appears that preschool children are able to master the specific features and nature of folk art, technique of decorating, composition and colour.

640. FARGEAS, J.
À propos des travaux d'enfants. (On children's works.)
L'école maternelle française, 1982/1983, No. 3, pp. 1-2.

The author describes her experience with keeping and utilizing children's works. The drawings of each child are kept and bound by the end of the year. The resulting "album" is steadily at the disposal of the child, its teacher, its parents and they all may draw information from the album.

641. KOLEVA, S.
Izobrazitelnoto izkustvo i esteticheskoto văzpitanie. (Visual arts and aesthetic education.)
Preduchilishtno văzpitanie, 30, 1982, No. 10, pp. 34-36.
3 photographs.

The author evaluates the role of works of art made by Bulgarian as well as foreign artists in the aesthetic education of preschool children on the basis of her own experience. She shows how to work with selected pictures of some painters and stresses the importance of a complex approach to the aesthetic education of children.

642. ŠAŠINKOVÁ, E.
Motivace výtvarných činností. (The motivation of art activities.)
Předškolská výchova, 37, 1982/1983, No. 3, pp.4-7.
4 photographs.

Art activities may be motivated by a song, by musical and locomotive activities. Children's literature and illustrations are a significant motivation factor. The world of technology also influences children's interests and stimulates them to artistic expression. The author describes how the children made an airport. The example shows clearly how art education can intensify and influence the knowledge; spatial representation must be preceded by long-term motivation, planning, choice of materials and experimenting with them. Art education should be planned in connection with all other components of education. Examples from practice show the feedback between art education and other components of education, they show how the knowledge of children and their ideas of the world, their relation to literature, to music and human work are intensified through art education, how these activities can be used for enriching the children's play.

643. ZANKOV, O.
Razvitiye na izobrazitelnite sposobnosti na uchenitsite. (The development od pupils' artistic abilities.)
Nachalno obrazovanie, 22, 1982, No. 3, pp. 11-19.
7 figs.

The author deals with the problem of individualisation and differentiation of art lessons and he stresses that the assessment of the level of pupils coming to grade one of primary school is of considerable importance. The pupils fulfil tasks of two kinds in their art lessons: common tasks compulsory for the whole class, and tasks of an individual nature. These are the ones that the author pays special attention to and he stresses various forms of individual and differentiated approach to the individual pupils. The teacher may use variants differing in the degree of difficulty, various techniques, he/she may group pupils in keeping with their interests and previous preparation. The pupils can work on the common topic with the use of various materials, or the teacher may select various topics with the use of the same technique etc.

11.3.1 Artistic expression

644. DELILLE, M.
Une expérience: l'atelier dans l'école. (An experience : a studio in the school.)
L'éducation enfantine, 1982, No. 4, pp. 21-23.
1 photograph.

This is one of a series of articles in the issue discussing art education. The author describes clearly how children's creative genius develops in out-of-school institutions.

645. *Dialog ob esteticheskom vospitanii.* (A dialogue about aesthetic education.)
Doshkolnoye vospitaniye, 1982, No. 7, pp. 36-39.

The main aim of art education is to teach children to take notice of interesting phenomena in their surroundings and to generalise what they have seen. Simultaneously, it is necessary to enrich the intellectual and emotional sphere in the child. Contrary to other arts, drawing enables even a young child to express independently what it thinks, what it experiences. Children's drawings cannot be assessed only from the formal aspect; it is necessary to understand the child's experiences and its way of thinking. Adults should not interfere in the child's drawing, they should draw the child's attention to the reality gradually and tactfully, direct it to the accuracy of execution. Drawing according to reality helps the child to acquire the necessary habits, a feeling for the shape, colour and harmony.

646. DRNKOVÁ, Z.
Co nám říká "tatínek a maminka"? (What do "Daddy and Mummy" tell us?)
Děti a my, 12, 1982, No. 1, pp. 22-23.
6 figs.

This is a summary of the results of a study of children's drawings in which the children were to show how they imagined their mother and father. In all, 161 drawings of mother and father were gathered from five- to six-year-old children (76 children had their fathers in the records of alcoholics' counselling centres) and a pair selection was made of further 85 children with comparable indices. In each group, half of the children were boys and the other half were girls. What do the children's drawings reveal in a comparison of the two groups? In the control group, the father is bigger and stronger than the mother and he is the first in the rank (a healthy father is a symbol of protection and strength in the family). In the group of children from alcoholic families, the figures are not finished (their mouths, hands, hair, legs are missing). In the control group, the facial expressions reveal a happier and more joyful family atmosphere, the parents hold their hands; the children of alcoholics drew the mother bigger and the first one in the rank (both boys and girls). Girls' drawings are on a higher level than the boys' in both groups. Small figures of the parents and their arrangement conspicuously in the corner can be observed in boys of both groups (a manifestation of bigger anxiety of boys.). After instruction, children of the control group drew the whole family - the family is complete and it functions as a whole. The analysis of children's drawings shows a realistic expression of the situation and it also shows what is not in order in the family. The drawings give a true picture of the overall atmosphere of their family life.

647. KOMAROVA, T.
Organizovannyi protsess obucheniya - vazhnoye usloviye razvitiya khudozhestvennogo tvorchestva.
(Organised instruction is an important condition for the development of artistic creativity.)
Doshkolnoye vospitaniye, 1982, No. 7, pp. 43-46.

Art activities fulfil two functions: the portraying of objects and phenomena and the expression of the relation to what is portrayed. This is why art education is geared to the acquisition of means of representation and means of expression. The creativity of preschool children is connected with their cognitive activities (perception, imagination, figurative thinking in symbols), with fantasy and practical activity, such as drawing, modelling, appliqué. The children meet difficulties in art activities because they lack sufficiently clear and detailed ideas of what they want to portray or they lack the necessary skills. The teacher should analyse and find the cause of difficulties the individual children have to cope with. It is either necessary to provide the children with more information about the respective phenomenon or to advise them and teach them the required technique.

648. LOSENICKÝ, B.
Rozhlasová pohádka očima dětí. (Fairytales in the wireless through children's eyes.)
Předškolní výchova, 16, 1981/1982, No. 11,
pp. 28-29.
1 fig.

The Czechoslovak Gallery of Children's Art in Plzeň displayed children's works sent in for the competition after the 4th wireless festival Prix Bohemia that took place since September to November 1981. The drawings and paintings were made by preschool and junior school children. They are illustrations to fairytales that were broadcast by the wireless. The auditory nature of the motivation prevented the taking over of ready-made art models. This is why the children's works were individual in shapes and colours.

649. NILSSON, L.
Bilder ger kunskap. (Pictures help to learn.)
Förskolan, 65, 1982, No. 5, pp. 10-11.
7 photographs.

Drawing reveals the child's soul. An analysis of the child's creative expression in drawing shows the fears and desires that the child is not yet able to express in words. Drawing is a rest and a therapy even for a young child.

650. NILSSON, L.
Hjälp barnen pröva nya uttryck! (Help the children to try various forms of expression.)
Förskolan, 65, 1982, No. 9, p. 5.

Traditionally used materials for art work should be supplemented by untraditional ones and the children should be given an opportunity of trying to work with them. Art work activities enhance the feeling for colours, forms and shapes and their creative nature is necessary for the child's development.

651. PIANTONI, C.
Tecniche espressive per i più piccoli. (Techniques of expression for the youngest ones.)
Scuola materna, 69, 1981/1982, No. 10, appendix pp. 1-16.

This is an excerpt from the book "Expressione creativa per i più piccoli", Brescia, Editrice La Scuola. Colour tables are described and some instructions are given for the art education and art activities of young children.

652. ROTFUS, D.
L'enfant peintre, ou premier savoir sur soi. (The child painter, or the first self-realisation.)
L'éducation enfantine, 1982, No. 4, pp. 14-16.
1 photograph.

The author states that drawing and painting help children coming to nursery school to cope with the new surroundings, to express themselves, to get to know themselves and the rudiments of cultural environment.

653. SIRET, M.
L'éduqué et les peintres. (The child and painters.)
L'éducation enfantine, 1982, No. 4, pp. 17-18.
1 photograph.

The article discusses the problem of introducing the children to the world of art and cultivating the ability to perceive works of art.

654. SOISSON, J.
L'art premier, c'est l'art des enfants. (The first art is children's art.)
L'éducation enfantine, 1982, No. 4, pp. 10-13.
1 photograph, 3 figs.

The painter and psychotherapeutist J. Soisson contemplates the problem of how an adult can evoke sensibility in the child and develop the child's talent. Educational work includes : 1. development of spontaneous expression reflecting the child's fantasy, its memories, joys and worries; 2. development of the ability to observe and portray the reality. The two elements intermingle in the educational treatment.

655. TOMAŠOVIČOVÁ, M.
Citové podnety vo výtvarnej výchove. (Emotional stimuli in art education.)
Predškolská výchova, 36, 1981/1982, No. 8, pp.13-15.
1 fig.

This is a description of art occupation in a mixed group with the aim to develop the feeling for details and to compare results of various art techniques and thus to stimulate the children to aesthetic attitudes. The children made pictures of Modra, the town in which they live. The drawing was preceded by walks through the town, by observation of historical and new buildings and by talks about the impressions of these walks.

656. ZANKOV, O. A.
Testovyie risunki. (Test drawings.)
Doshkolnoye vospitaniye, 1982, No. 4, pp. 66-68.
10 figs. (on the rear cover.)

This is a description of an experimental study investigating how to teach five- to seven-year-old children to portray an object exactly in keeping with the reality, e.g. a vase with three tulips, a vase with three different flowers. The children were shown the object that they were to portray in their drawings. The composition, arrangement of flowers and their colour were shown on a schematic sketch. This helped to children to think over the assigned task clearly and to achieve an accurate representation of the object. Their visual memory developed, especially when they drew pictures of objects by heart. The results of the experimental group were better by approximately 25 per cent than those of the control group.

11.3.2 Artistic activities

657. BERTOGLIO, C.
L'educazione espressivo-creativa. (Creative art education.)
Scuola materna, 69, 1981/1982, No. 13, pp.853-856.

The author presents a comprehensive program of education in the sphere of aesthetic and creative activities, contemplates the importance of this education, the structure of its parts and their suitable sequence and links between the individual "sectors" of activities. These "sectors" - painting and drawing, plastic and constructive expression, graphic, literary and dramatic expression - are analysed in more detail from the viewpoint of contents, methods and techniques.

658. BOGATAYEVA, Z.
Applikatsii po motivam uzornogo tkachestva.
(Appliqué and the use of motives of decorative weaving.)
Doshkolnoye vospitaniye, 1982, No. 11, pp. 21-25.
8 figs.

When teaching the children the technique of appliqué, use can be made of woven patterns that form simple and decorative combinations of geometric figures, such as squares, triangles, stripes. Five- to seven-year-old children may create original patterns when decorating carpets, towels, belts, headscarves and decorative cloths.

659. ČAPOUNOVÁ, V.
Vztah pracovní a výtvarné výchovy. (The relation between work education and art education.)
Predškolská výchova, 37, 1982/1983, No. 3, pp. 13-14.
3 photographs.

Some spheres of work education have much in common with art education but the aims differ principally. The child has to follow the teacher's instructions in work education, learns various work techniques and processes. In art education, the child should express its own ideas in the representation of the assigned topic while using all experience, habits and skills acquired in work education.

660. HOUŠKOVÁ, J.
Kamenická huť v naší mateřské škole. (A stone-cutting workshop in our nursery school.)
Estetická výchova, 23, 1982/1983, No. 3, p. 85.
3 photographs.

The author - a nursery school teacher - describes in what way preschool children were inspired to artistic activities by bigger and smaller pieces of sandstone and what results the children achieved.

661. JANOUŠEK, D. - MYSLIVEČKOVÁ, H. - RÁBKOVÁ, T.
Provokovat vynalézavost a fantazii. (Provoking the inventiveness and fantasy.)
Učitelské noviny, 32, 1982, No. 19, p. 6.

This can be achieved by extending the scale of traditional materials and techniques and by using untraditional materials in art education in nursery schools.

662. MÍČOVÁ, Z.
Výtvarná výchova v jeslích. (Art education in the crèche.)
Predškolská výchova, 37, 1982/1983, No. 3, pp. 11-12.
5 photographs.

When the children reached the stage of symbol drawing and early realism, their drawings were used for the decoration of rooms. Stripe on the walls of some rooms were decorated by the children themselves.

663. RUŽEKOVÁ, M.
Plošné a priestorové vytváranie a konštruovanie. (Flat and spatial modelling and building.)
Predškolská výchova, 36, 1981/1982, No. 10, pp. 26-27.
4 photographs.

The autumn brings a lot of interesting and accessible materials that stimulate the creative thinking of children and their activity. The children bring various natural objects from their walks. At first they play with these materials, then they try to make various models. The author describes how the children made jointly a fairytale castle.

665. ŠAŠINKOVÁ, E.
Květnové oslavy v mateřské škole, (May celebrations in the nursery school.)
Estetická výchova, 22, 1981/1982, No. 9, p. 250.
2 photographs.

The author describes experience from the preparations and course of the celebrations of significant May anniversaries by nursery school children. At the time of the celebrations the teachers try mainly to evoke patriotic feelings in the children. Therefore they make the children acquainted with suitable works of art, they organise walks to memorable and notable places in Prague. Common experiences and new knowledge reflect themselves in the children's art activities. Children's works are used by the teachers for an original decoration of the school.

666. ŠAŠINKOVÁ, E.
Modelování v mateřské škole, (Modelling in the nursery school.)
Estetická výchova, 22, 1981/1982, No. 6, pp.166-167.
6 photographs.

The author - a nursery school teacher - concentrates in her article on a description of methods of work with clay that she used in modelling with preschool children. If the children are to succeed in modelling, she recommends to seek attractive and simple topics for this artistic activity. She also describes difficulties that preschool children meet in modelling and shows clearly in what way adults should help them.

667. SHEYTANOVA, C.

Tekhnicheski umeniya v isobrasitelnata deynost.
(Technical skills in art activities.)
Preduchilishtno vǎspitanie, 30, 1982, No. 7,
pp. 9-12.
2 photographs.

Children are interested in all kinds of techniques. To develop their interest, nursery schools should use these kinds that correspond to the specialities of children of the respective age group. The author brings a number of methodological recommendations that can be used in children´s art activities with respect to the fact that technical skills are an important aspect in the children´s art activities.

668. VÍTKOVÁ, M.

Motivace a použití výtvarných materiálů v jeslích.
(Motivation and the use of art materials in the crèche.)
Předškolní výchova, 37, 1982/1983, No. 3, pp.8-10.
2 figs, 2 refs.

Crèche children go through three stages of children´s drawings: the stage of meaningless scribbling (until the age of 18 to 24 months), the stage of meaningful scribbling (from 22 months to 30 months of age) when the child´s drawing may be motivated and, finally, through the stage of symbol drawing when the drawing begins to show individual symbols (at the age between 30 and 36 months). At first the children are able to portray only individual objects, later it is possible to determine topics for motivated drawing: impression from a walk, the family, fairytales.

669. ZALEWSKA-PAWLAK, M.
Rola aktywności rysunkowej w procesie rozwoju mowy dziecka w wieku 5-7 lat. (The role of drawing in the speech development process in five- to seven-year-olds.)
Wychowanie w przedszkolu, 35, 1982, Nos. 7/8, pp. 346-354.
4 refs.

The described research study of children from nursery school and from primary school grade one was conducted in the year 1979. It investigated the stimulative effect of drawing (children's activity in drawing) on speech development - especially the description of activities shown in the drawings. This enriches not only the children's vocabulary and expressiveness, their ability to master more complicate language structures but also their process of thinking.

670. ZANKOV, O.
Izobrazitelna deynost i problemno obuchenie. (Art lessons and problem teaching.)
Preduchilishtno văzpitanie, 30, 1982, No. 8, pp. 12-18.
8 figs.

The author analyzes a problem situation and its solution and shows that every task in the art lesson can be changed into an art problem. He discusses in detail the meaning of the introductory, main and final sections of an art lesson and their role in problem teaching.

11.3.3 Receptive art education

671. KOPÁL, J.
Výtvarnost a ilustrační tvorba knih pro děti a mládež. (Art and illustrations in books for children and youth.)
Zlatý máj, *26*, 1982, No. 10, pp. 579-587.
8 refs.

The paper brings an outline of problems of art and illustrations in books for children from the viewpoint of development and theory. Basic information aims for those working with children´s books are followed in a clear way, especially questions of art, a typology of books for children and youth, illustrations, serials and comics. The typology of children´s books is discussed. The first type of children´s books is designed for children in the pre-reader period. These books are further divided typologically with respect to the rapid development of the child in this period: a/ books with texts for the youngest age group, b/ for the medium age c/ for the senior preschool age. The dominant component of books for the youngest children is the picture, the illustration is the main information carrier in the book. The main aim of the illustrations is to influence the rational sphere of the child´s consciousness, to help the child to get to know things and phenomena of the objective reality. The share of the verbal component increases in books for older children but the graphic element prevails in the book. Besides rational orientation, the emotional knowledge of the child develops. Books for senior preschool children usually have an equal representation of the literary and graphic components in the text. The associative case of illustrations is aimed at bringing the contents of the literary component nearer, at intensifying the aesthetic effect, at characterizing human properties in characters of the stories, at stressing the basic elements of the plot etc. Such illustrations should develop the child's ability of evaluation while simultaneously creating an elementary system of values in the child's consciousness. It is typical for children's books of the pre-reader period that the illustrations are in colour and that the communication with the child as recipient takes place mostly through mediated reading and interpretation by an adult.

672. MIŇUROVÁ, V.

Ohlédnutí za výstavou z tvorby Vladimíra Leštiny.
(A few notes on Vladimír Leština's exhibition.)
Estetická výchova, 23, 1982/1983, No. 3, p. 24.

This is information about an exhibition called "Puppets - toys - illustrations by Vladimír Leština" that took place in the Prague Central Trade Union Club of Workers in Education and Science. His work was represented by wooden and paper toys, didactic sets, masks for dramatic plays, illustrations of children's books, drawings, various kinds of children's theatres and puppets (puppets for the shadow theatre, rod puppets, glove puppets) and university textbooks for art students.

673. STEHLÍKOVÁ, B.
Od říkadla k básni. (From nursery rhymes to poems.)
Zlatý máj, 26, 1982, No. 5, pp. 261-268.
5 figs., 10 refs.

This is an excerpt from the prepared book "Ways of the Czech illustrated book for children and youth." The author follows the development of artistic efforts in the sphere of illustrating poetry for children, and analyses the sources. One of the sources is folk poetry and folk art with its stylism and decorativeness that has influenced most artists and propagators of new efforts. Another source is represented by the contemporary child, its play and habits within the framework of the seasons of the year, the child conceived as a topic and seen with a considerable degree of realism. Further, the author evaluates various illustrations from the viewpoint of their importance in the whole line of development.

674. TOUGARD, D.
Une visite au musée de Cluny. (A visit to the Cluny museum.)
L'éducation enfantine, 1982, No. 4, pp. 19-20.
1 photograph.

This is a description of a planned visit of nursery school children to a gallery and its further utilisation in educational work.

675. ZIGOVÁ, B.

Práca s ilustráciami kníh. (Work with book illustrations.)

Predškolská výchova, 36, 1981/1982, No. 9, pp.7-10.
3 photographs.

Illustrations in children's books supplement the text, they evoke the atmosphere in which the story takes place, stress some quality of a character, help the children to understand more clearly relations among characters etc. The combination of the text and illustrations corresponds to the child's perception as the work acts simultaneously on the sight and hearing. The child sees the pictures but cannot perceive them adequately yet. It is the adult's task to cultivate the children's perception of illustrations and to stimulate a frequent contact of the children with illustrated books. The examination of illustrations is an active process in all age groups. The illustration represents the reality for the youngest children. The artist is not so important for them yet, nor the writer. The knowledge of art and literature develops gradually later. The child begins to realise the connection between the text and the illustration. The illustration is mediated reality for the child. At this age the child gets to know the names of illustrators, compares illustrations depicting a certain topic made by different artists. The children learn to grasp the mood of the illustration, they can defend verbally their standpoints. It is important that the teacher should help the child tactfully in discussions and in the evaluation but she should not be authoritative and she should not force the child to take over her view.

11.4 Literary education

676. BRUUN, U.B.
Läs böckerna först! (Let´s read the books ourselves at first.)
Förskolan, 65, 1982, No. 10, p. 21.

A book bought for the child should be examined and read by the parents at first. Thus the child is protected against unsuitable selection and, moreover, the parent has a space for gearing the child´s interest as the book provides topics for questions. If a book is read aloud to a group od children in parts, the reading should be done preferably by the same person every time.

677. BUKOVSKÁ, A.
Práca sekcie literárnej výchovy. (The section of literary education and its work.)
Predškolská výchova, 36, 1981/1982, No. 11, pp. 26-27.

The section of literary education at the Town Centre of Education in Košice has worked out a draft plan of literary education for the whole year to help nursery school teachers, with a view to the seasons of the year and to significant anniversaries. The seminar dealt with the topic "Work with the book" concentrated on the education of a receptive reader, on developing the children´s interest in literature and on creating the prerequisites of children´s literary education. The section organises a literary matinée on the day before Teachers´Day - the teachers recite poetry and fiction for children in the compulsory part and them follows a recital according to their own choice.

678. BUKOVSKÁ, A.
Rozvíjanie estetických hodnôt. (Developing the aesthetic values.)
Predškolská výchova, 37, 1982/1983, No. 3, p. 18.

The interior of a room designed for fairytales (readers´corner) is described. The walls were decorated with fairytale characters in cooperation with the parents. The children can choose books from the bookshelves and examine them as they wish.

679. BULCZYŃSKA, K. - SOCZEKOWA, H.
O słownictwie czasopisma dla dzieci w wieku przedszkolnym.(The vocabulary of magazines for preschool children.)
Wychowanie w przedszkolu, 35, 1982, Nos. 7/8, pp. 337-345.
10 refs.

An analysis is given of the lexical contents of the fortnightly "Miś" (Teddy bear) designed for children between three and six years of age.

680. HARTL, P.
Kam směřují čtenářské perspektivy? (What are readers´prospects?)
Děti a my, 12, 1982, No. 1, p. 24.
1 photograph.

The educational role of reading is characterised. The book retains its priority position as the basic tool for the dissemination of new information and for the formation of an attitude to it. The reader-book relation is a specific case of social communication. The aim of reader education is to develop the habit of reading and its everyday need. Family education is of considerable importance here. A child that has not been introduced to reading at home may have problems with it later on. The author gives a survey of organisational forms and methods of work with readers and a survey of aids. Individual and group work with the readers is discussed. The basis of individual education is a discussion. The basis of work with a group of readers is narration, reading aloud, talks, discussions about books. The main forms of group work with readers include : a readers'discussion, an evening of questions and answers, a readers'conference, literary programmes, literary plays, games, visits to libraries, displays and notice boards. The aids include posters, leaflets, folders, short films, colour slides, records, tape recordings, pictures, photographs, sketches, maps, quotations and slogans, drawings, clippings and excerpts from literary texts and reviews.

681. Les bibliothèques d'école. /School libraries.)
Ed. by H. Gilabert.
L'école maternelle française, 1982/1983,. No. 3, pp. 17-32.

The article describes experience of five nursery schools that have set up their own school libraries. They set up their own libraries because it turned out that the corners of children's books in the classrooms could not meet the demands of literary education, especially in those places where public libraries could be used only with difficulties. The experience showed that school libraries with their wide selection of children's literature widen the child's cultural horizon and that they help in the use of books in families. A lot of positive experience has been collected with the establishment, equipment, organisation of borrowings, involvement of mothers in library work etc. in the recent years. School libraries represent a positive contribution for work in the nursery school.

682. Literární výchova na školách. (Literary education at schools.)
Zlatý máj, 26, 1982, No. 4, pp. 252-253.

This is information about a seminar that took place in Olomouc in the year 1981 in cooperation of the Olomouc branch of the Society of Friends of Children's Books (Czechoslovak I.B.B.Y. section) and the regional centre of literary education at the District Educational Institute in Ostrava. The seminar had the nature of a working meeting. It was concerned with literary education at all levels of school education and its preparation at the teacher training college as a long-term planned educational process with organised continuity. One of the contributions discussed literary education at nursery schools. Attention of the participants was drawn to new untraditional tasks, to methodological approaches, to the necessary nursery school teachers' knowledge of children's literature and their ability to work with it and to the hitherto insufficient professional training of nursery school teachers in this respect, It outlined possible ways of help by district methodological centres, by the public and by libraries and also family education in developing the children´s relation to books and literature.

683. MARHOUNOVÁ, J.
Návraty k pohádkovým knížkám. (Returns to fairytale books.)
Děti a my, 12, 1982, No. 1, pp. 25-26.
1 photograph.

The importance of the parent-child emotional link in their mutual communication over a fairytale forms the content of this article. The author stresses the importance of the spoken word in stimulating the child´s psychic, aesthetic, social and language development. She warns against onesidedness and excessive use of audiovisual aids leading to passivity. The direct contact with the child, e.g. in the course of reading, enables the adult to observe the child´s reaction to the fairytale story, it enables the adult to follow how the child develops, how its vocabulary increases, how the child is able to put itself in the place of another being and to imagine that being´s torment. It is suitable to begin with the most easily understandable fairytales and to pass gradually to the collected works of writers later.

684. **MATĚJŮ, V.**
Aby nám všem bylo dobře. (We should all feel well.)
Předškolská výchova, 36, 1981/1982, No. 11,
pp. 24-25.
4 figs.

The author describes experience with the book "A beautiful Tuesday" by D.Mrázková in the class of the oldest children. When talking about the book with the children, the teacher saw that the children had grasped the main idea, they determined the genre, described the characters and thought out various actions that would please the others. They tried to accompany the text of the book with pictures and devised new texts to them; the best drawings were sent to the author.

685. **MAYFIELD, M.I.**
Dragons and young children: Ideas for creative writing and talking.
Early Childhood Education, 15, 1982, No. 2,
pp. 13-16.
38 refs.

The author points out the fact that the motive of the fairytale dragon can be found nearly in all cultures and at all times. She considers this to be a highly suitable motive for creative expression in the verbal, graphic or locomotive form. She describes how "The Fourteenth Dragon", a book by James Seidelman bringing fairytales about thirteen dragons illustrated by thirteen artists, inspired children to the development of their own imagination and the making of their fourteenth dragon. The children were able to devise their own story to it, both individually and in groups. The author is of the opinion that the dragon motive can back very strongly the child's creative activity. She supports this opinion by an analysis of literature dealing with this topic.

686. MURÁROVÁ, I.
Využitie rekvizity v literárnej výchove. (The use of props in literery education.)
Predškolská výchova, 37, 1982/1983, No. 4,
pp. 15-17.
1 photograph.

The narration of a literary work accompanied with the use of props increases the intensity of the child's perception, its concentration and emotional involvement. Props may be used to gear the child's fantasy. Sometimes an imaginary prop is sufficient (e.g. the imitation of a midge's flight). On the other hand, unsuitable props or their excessive quantity suppress the development of fantasy. The choice of props should be made with a view to the main idea of the work and the aim of its interpretation. Props should show the sense with more precision but they do not replace the spoken word.

687. POLÁČEK, J.
Dobrá kniha zušlechťuje. (A good book refines its reader.)
Predškolská výchova, 36, 1981/1982, No. 11,
pp. 27-29.

The 8th nursery school in Varnsdorf has cooperated with the town public library for several years.

An agreement is made with the public library every year about the organisation of a cycle of talks enhancing the children's literary education. The children talk about their experiences from the library at home and strengthen their parents' interest in literature; parents' visits to the library grew more frequent. The librarians inform the teachers about new publications on education.

688. POURVEUR, L.
Des ensembles. (Sets.)
L'école maternelle belge, 1981/1982, No. 2,
pp. 51-61.

The article is the third continuation of a paper on the rudiments of mathematics. The consistent development of mathematical conceptions proceeds from the child's spontaneous effort to classify phenomena and objects. This means for the nursery school practice that the child should be provided with suitable preliminary experience and motivation for learning. The actual mathematical preparation is based on proceeding from concrete phenomena to symbols, respecting the peculiarities of children aged three, four and five.

689. STOCKLÉ, R.
Le role de l'album dans le développement de l'enfant a l'école maternelle. (Picture books and their role in the development of nursery school children.)
L'école maternelle française, 1981/1982, No. 6,
pp. 17-30.
30 refs.

The paper discusses the role and the use od picture books in education. A number of special picture books for children has appeared in France in the recent years and the books are suited for the needs of nursery school education. Picture books can be used for teaching the children to "read" pictures, to support their interest in reading, to develop in them basic habits of handling books and to provide their first familiarization with the written word, to develop the children's verbal expression, to develop their ability to express themselves and to communicate, to enrich their emotional lives, to introduce the children to the world of humour, to cultivate the children's aesthetic taste etc. Picture books selected suitably in certain life situations of the children are significant aids in the educational work in the nursery school. The theoretical discussion is supplemented with a number of concrete examples showing what books can be used to supplement various topics connected with life situations in the nursery school and in what ways. For example, the topic of the family has been worked out in No. 4 of the periodical L'école maternelle française, the topic of the child's sickness can be found in No. 5, clouds and rain in No. 6, seasons of the year in No. 7, a death in the family in No. 2, independence in dressing in No. 3 etc.

690. ŠEBESTOVÁ J.
Dramatizace v mateřské škole. (Dramatisation in the nursery school.)
Predškolská výchova, 37, 1982/1983, No. 4, pp. 25-26.

This is an instruction for the selection of texts suitable for dramatization and a methodological instruction for their performance. The examples include poems suitable for expression in movement, poems inspiring to play with objects and to the personification of things as well as those that presuppose personal identification with the child.

691. TESSIER, G.
L'enfant et les images de la littérature enfantine. (The child and pictures in children's literature.)
L'éducation enfantine, 1982, No. 5, pp. 9-12.

In the beginning of her article the author presents the results of an investigation of children's taste concerning pictures in picture books (le livre d'image, l'album, i.e. Bilderbuch). This kind of children's literature marked by a unity of the texts and pictures is confronted with the production of children's literature in France. The importance of children's picture books lies in developing the ability to narrate, in making familiar with various art styles, in cultivating the children's feeling for colours etc. The children get ready for their own reading by examining pictures and learning to find the sense of stories in pictures connected with the text. Picture books are good reading aids, they activate the children's attention and support the dynamics of thinking; the transition from the text to pictures and the other way round forms a strategy of understanding the meaning of the text, which is important for the whole life.

692. VEBEROVÁ, E.
Dítě a pohádka. (The child and fairytales.)
Rodina a škola, 24, 1982, No. 10, p. 11.

This is information about the importance of literature for the development of preschool children. Parents are made familiar with methods of literary education in the family atmosphere where an intimate session over a book with Mum or Dad has its irreplaceable role. The article is supplemented with examples of suitable classical as well as modern fairytales, stories with child heroes and poetry.

11.5 Children's literature

693. AZAOLA, M.

Story in the child's changing world.
Bookbird, 1982, Nos. 2/3, pp. 3-12.
9 photographs.

This is information about proceedings of the 18th world I.B.B.Y. congress held in Cambridge and dealing with the problems of story in the child's present-day world. Newly elected members are introduced and the programme for the nearest period is presented.

694. BARANOVA, M.

O tech, kto zhivet ryadom s nami. (About those who live beside us.)
Doshkolnoye vospitaniye, 1982, No. 12, pp. 70-71.

Some authors of children's books are presented, such as M. Prishvin, who makes the children acquainted with the real life of animals in an interesting way. Such books enlarge the children's knowledge of nature and develop their love for nature. The children's interest in natural phenomena grows, they strive to know and understand new ones. The author presents also some contemporary authors and their works.

695. BEGAK, B.

Dorogoy naroda. (On the path of the people.)
Doshkolnoye vospitaniye, 1982, No. 2, pp. 53-56.

The present-day Ukrainian literature for the youngest ones draws from rich tradition founded by Ivan Franko. Valentin Bychko and Gritsko Boyko are two contemporary poets who draw their inspiration from folk poetry. Poems by Platon Voronko extend the child's horison, they make the child acquainted with the world of labour. The works of Natalia Zabila are near to Ukrainian folk songs. Oxana Ivanenko writes contemporary fairytales and educational books but both genres contain elements of magic. Vasil Sukhomlinskiy is not only a noted educator but also an author of short stories for children. Irina Matsenko makes the young reader acquainted with the phenomena of social life in her stories. She succeeds in making clear even difficult concepts from this sphere in an accessible form and with artistic means of expression.

696. BINDER, L.
Jugendliteratur der Gegenwart - Themen, Probleme, Trends. (Contemporary children's literature - - topics, problems, trends.)
Erziehung und Unterricht, 132, 1982, No. 2, pp. 96-103.

The scope of children's literature has improved considerably in the last two or three years both in the artistic quality and in the variety of topics. The teacher's task is to help in the selection of suitable books for reading. The paper mentions special magazines, bibliographies and catalogues, especially those prepared by the International Institute for Children's Literature and Juvenile Reading Research in Vienna.

697. Dětské knihy z Kazachstánu. (Children's books from Kazakhstan.)
Zlatý máj, 26, 1982, No. 1, pp. 14-15.
2 photographs.

The display that was organised under this title in the Albatros Gallery in Prague showed mostly the production of the Zhalyn publishing house. This publishing house prepares books for all age groups of young readers. The display comprised works of the classics of Kazakh literature as well as books drawing from the rich sources of Kazakh folklore (epics, fairytales, folk songs) and picture books for the youngest children.

698. ECKNER - FRAUENFELDER, V.
Erziehung und Märchen. (Education and fairytales.)
Der Schweizerische Kindergarten, 72, 1982, No. 11, pp. 2-7.
5 refs.

A critique of fairytales appeared in the Swiss press in the year 1963 and then again around 1970. The main objection against fairytales is that they instill prejudice into the children's minds and that they lead children to subordination to authority and to uncritical acceptance of views submitted to them. This is an attempt to explain the human failure in the course of World War II by the traditional education and by fairytales that represent it. Anti-fairytales depicting a nice, kind witch and a poor wolf should eliminate all prejudice. However, the educators maintain that children prefer the Grimm version and that they do not accept the change in roles in anti-fairytales.

699. CHALOUPKA, O.
Koncepce Slovníku českých spisovatelů pro děti a mládež. (The conception of a lexicon of Czech writers for children and youth.)
Zlatý máj, 26, 1982, No. 3, pp. 172-175.

The Children's Literature and Literary Education Board at the Komenský Educational Institute of the Czechoslovak Academy of Science has been entrusted with the preparation of this lexicon. The need for a lexicon like this is felt by scientists as well as by publishers, educators, librarians and the public. It will be needed also for further research that should result in the future in a history of literature for children and young people and in other monographs that will need support by facts and evaluations. The conception of the expected lexicon of Czech writers for children and youth is presented to the readers in the article and it is formed by the following sections : definition of the aim of the lexicon, definition of what is "literature for children and young people", professional literature, author items, non-author items, the structure of an author item, the expected number and distribution of items, methodological questions of work on the lexicon.

700. CHALOUPKA, O.
Literatura a její výchovné působení. (Literature and its educational effect.)
Zlatý máj, 26, 1982, No. 6, pp. 325-332.
1 fig.

The paper delivered at a conference held in Brno in the year 1982 within the framework of the Week of Children's Books is aimed at illuminating some problems of the educational effect of literature on the child and its life. The author arrives at the conclusion that the only reply to this problem possible at the present time is a unity of the artistic value and the author's view. In his opinion, the educational effect of art is always realized through the prism of aesthetic values and the wide sphere of its social importance and the decisive thing is what attitude the author takes to the reality of life, to what extent his or her attitude is truthful and prospective - to what extent this attitude is truthful and prospective also from the viewpoint of the child's future, its subjective personality development and socialization process, its own participation in life.

701. CHALOUPKA, O.
Problémy teorie. (Problems of theory.)
Zlatý máj, 26, 1982, No. 7, pp. 387-391.

The article is a free continuation of H. Mirvaldová's contemplation that appeared under the title The needs of practice and problems of theory (Zlatý máj, 1982, No. 4) and substantiated the need for a functional synthesis of two approaches to the theory of literature for children and young people, i.e. the approach of literary science and that of educational psychology. The author of the article states that the emergence of the theory as a separate brach of science established through the "functional synthesis" is a process, to a certain extent a long-term one extending over a generation, as it presupposes a new type of thinking in the theoretician and also a different sum of education. Besides, he states that some papers dealing with the theory of literature show this integrated approach to the problems. The work of R. Bamberger, I. Motyashov's studies and W. Goriszowski's research work can be given as examples on a world-wide scale.

702. CHALOUPKA, O.
Uměleckonaučná literatura pro malé děti a její funkce. (Educational fiction for young children and its function.)
Zlatý máj, 26, 1982, No. 2, pp. 86-93.

This paper was prepared for the international meeting of theoreticians and historians of the literature for children and young people on the occasion of the 25th anniversary of the existence of the periodical Zlatý máj. The paper consists of five chapters : 1. Definition of the problems; 2. Needs, expectations and functions; 3. Specific possibilities of educational fiction; 4. Typology of educational fiction for young children; 5. Conclusion. The author refuses the inductive procedure in the approach to problems of educational fiction and prefers and uses the deductive method. He deduces the typology of educational fiction from three sources : /A/ the characteristic of a young child as a prospective recipient of this literature, /B/ a characteristic of the facts that this literature is to convey to the child, /C/ a characteristic of creative methods that it has or can have at its disposal. The first source refers to the psychology of a young child, the second one refers to the wealth of social history experience that is to be conveyed to the children, the third one is concerned with principles of art creation.

703. IBBY honour list 1982.
Bookbird, 1982, Nos. 2/3, pp. 69-79.

This is a survey of children's books that got on the IBBY honour list which is made every second year. The list contains the best writers, illustrators and translators of children's books. Czechoslovak books are represented in the list by the book "How a bare feet feels in the dew" by Milena Lukešová, Ján Navrátil's book "The young deck hand's lantern", a cycle of drawings by Zdeněk Mlčoch "Walks through Prague" and the translation of Verne's novel "Matthias Sandorf I, II" by Václav Netušil.

704. JURČO, M.
Popularizácia či literatúra? (Popularisation or literature?)
Zlatý máj, 26, 1982, No. 1, pp. 7-13.

The paper follows the development of theoretical thinking about non-fiction in the last decade and arrives at the conclusion that the problems have not been approached in a complex, systematic way, in spite of some success in the analysis of partial problems. The author of the paper is of the opinion that primarily non-fiction for the youngest children can give weighty arguments in the dispute over its originality or derivative nature.

Non-fiction for preschool children has some specific features and special functions in keeping with the development of the child´s knowledge in general, especially its scientific and artistic sphere. This is the reason why an author of non-fiction cannot manage with his creative talent and scientific and cognitive prerequisites only. Such an author must also be a trained educator as it is very important for an optimum development of the child´s psychic functions what stimuli the child meets in the respective period.

705. KRIJTOVÁ, O.
O poesii a písničkách nizozemských dětí. (The poetry and songs of Dutch children.)
Zlatý máj, 26, 1982, No. 3, pp. 168-170.

The article makes the reader acquainted with poetry that is published in Holland with the aim to help children in trouble. Miep Diekmann wrote two books for the youngest children, for two- and three-year-olds, in which the verse reflects the worries and difficulties of a young child. Poems, nursery rhymes and songs depict problems the youngest children have with keeping the habits of hygiene, at table and in other activities.

706. LIBEDINSKAYA, L.
Korneyu Chukovskomu - 100 let. (100 years of Korney Chukovsky.)
Doshkolnoye vospitaniye, 1982, No. 3, pp. 56-61.
1 photograph.

This is a brief evaluation of Korney Chukovsky´s work and the author´s reminiscences of a personal meeting with him.

707. LITVINOV, R.
Yanke Kupale - 100 let. (100 years of Yanko Kupala.)
Doshkolnoye vospitaniye, 1982, No. 7, pp. 54-56.

This is an evaluation of children's poetry by the Byelorussian poet Yanko Kupala (1882-1942). His works have become a part of the golden fund of Byelorussian as well as Soviet literature.

708. LITVINOV, R.
Pravdivo i dokhodchivo. (Truthful and accessible.)
Doshkolnoye vospitaniye, 1982, No. 3, pp. 54-56.

This is a review of contemporary Byelorussian poetry for preschool children. This poetry develops the best traditions of folk art and classics of the Russian, Byelorussian and world literature. It has developed considerably and widened the range of its genres and topics. Poets tell children about Byelorussia, about the country of the Soviets, about Lenin and his fellow-workers, they celebrate an honest, just man, his work and wit, they make the children acquainted with the nature of the native country.

709. MARKOVA, T.
Rasskazy Zhitkova v igrakh detey. (Zhitkov's stories in children's play.)
Doshkolnoye vospitaniye, 1982, No. 9, pp. 13-17.

The reflection of literary works in the play of preschool children testifies that the contents of the work are accessible to them, that it has captivated their interest emotionally. This also shows to what extent the children have grasped not only the topic but also the main idea of the story. The characters are near to the children, they impress the children, who behave like them in their play; the children wish to imitate them even in real life.

710. MIRVALDOVÁ, H.
O hranicích a možnostech uměleckonaučné literatury pro menší děti. (The limits and possibilities of educational fiction for younger children.)
Zlatý máj, 26, 1982, No. 3, pp. 143-145.
4 refs.

The paper discusses the consequences of a combination of instructiveness and artistic methods for the nature and importance of educational fiction for younger children. The author states that the presence of artistic creative methods is necessary even in this kind of literature as they act on the emotional sphere, stimulate and reinforce knowledge and enrich the perceiver in general. However, educational fiction requires a specific system of means of expression with respect to its aim. Otherwise this leads to a levelling and contamination of genres in the interpretation and evaluation of literature, especially that for younger children. It is then possible in the name of a prior, too generally formulated requirement to include in this kind of literature purely artistic texts that reflect with sufficient clarity certain reality that is interesting especially from the cognitive aspect. Further the author admits that even younger children have the need to get to know the world in other than purely artistic ways. For this reason the children should get used to a new way of perceiving a certain kind of literature and thus to a new way of getting to know the reality. In conclusion, the author mentions possibilities of relieving partially the strain in the verbal component between artistic and instructive nature in this kind of literature. One of the possibilities is the adult´s (mediator´s) intervention in the process of perception by the child as the adult ties most emotional motivations of the child´s cognitive activities that otherwise tax the literary component of the work and its aesthetic function traditionally (and somehow automatically). Another possibility is offered by the effect of illustrations and the graphic layout that may apply humour and sensitive artistic hyperbole even in combination with clearness and concreteness.

711. **MIRVALDOVÁ, H.**
Potřeby praxe a problémy teorie. (The needs of practice and problems of theory.)
Zlatý máj, 26, 1982, No. 4, pp. 230-235.
3 figs., 2 refs.

The author suggests in the paper that the theory of literature for children and young people gets, to a considerable extent, to the crossroads of a number of branches of science. Simultaneously, she comes to the conclusion that one-sided application of any of these branches is insufficient. In principle, she distinguishes approaches from the viewpoint of literary studies and approaches stemming from applied theories of educational psychology and she maintains that one of the possible solutions is a functional synthesis of the two approaches. She shews that approaches only from the viewpoint of literary studies cannot comprise fully the expected realisation of the function of children's literature for the reader, the reader's disposition for the realisation etc. On the other hand, research studies of juvenile reading, educational or psychological analyses can apprehend the real functioning of literature but they say nothing about the artistic value of the text.

712. MORIC, R.
Rok nových hodnot. (A year of new values.)
Zlatý máj, 26, 1982, No. 1, pp. 3-4.

The year 1982 should bring new values and new remarkable works in the art for children. The author of the article is convinced that strong stimuli for the further development of children's literature were provided by the 17th I.B.B.Y. congress held in Prague and the 8th Biennial of illustrations held in Bratislava. Numerous meetings, seminars, exhibitions and discussions should enhance the quality of literature for children. Especially young authors are expected to reflect in their books contemporary children in contemporary environment and to succeed in capturing and rendering the feelings, problems, questions and answers with which today's children and young people live.

713. MOSHKOV, A.
Pisatel, tvorivshiy dlya detey. (A writer creating for children.)
Doshkolnoye vospitaniye, 1982, No. 6, pp. 74-76.

This is an evaluation of the work of Lyubov Fedorovna Voronkova, whose best books are designed for preschool children. These include "A sunny day", "The snow is falling", "Golden keys", "Friends go to school." The author makes the readers acquainted with life in the country, she depicts the beauties of the nature with love. Her books were published in the U.S.S.R. many times, the total number of copies runs over 14 million. The translations of her books into other languages put her on the second place, after Arkadi Geydar.

714. NEZKUSIL, V.
O stavbě a smyslu lidové hádanky. (The structure and sense of folk riddles.)
Zlatý máj, 26, 1982, No. 1, pp. 28-33.

Folk riddles are a genre with an inner conflict in their aesthetic potentiality. On the one hand, they can form and cultivate the cognitive activities; on the other hand, they become a brake to the development of fantasy and thinking by closing the reality into a rigid framework of motives and conventions. This double nature of the aesthetic potentionality of folk riddles and its consequences are felt mainly by children. The initial children's inclination to rigid standard, an effort to master some knowledge, relation or skill in a fixed way and completely, the tendency to repeat continuously activities bringing aesthetic satisfaction, to come back to already made discoveries again and again - all this corresponds exactly to the rigid topic and form of the folk riddle. However, at a certain stage of its ontogenesis the child starts to feel repelled by the inertia (rigidness, reserve etc.) that attracted him or her earlier. This is why riddle texts in the form preserved by the folk genius are only a temporary matter in the child's life. Remaining in the limited space of folk riddles even in a situation when the prerequisites of their educational effect have been fulfilled completely leads necessarily to the loss of most of their original magic in the reader's eyes.

715. NOHEJL, B.

Předsjezdová úvaha. (A reflection before the congress.)

Zlatý máj, 26, 1982, No. 1, pp. 5-6.

This is information about the tasks of the commission on children's literature that was set up in the Union of Czech Writers in the year 1978. The commission fulfils many tasks through its members and collaborators wherever something happens around and in favour of children's literature. Thus the commission becomes gradually a coordinating centre for much of the effort round children's literature. For example, its members assess the artistic, intellectual and language level of children's literature and work out its theory and criticism. They assist in the preparation of the plan of new publications of the Albatros publishing house. They enhance the quality of authors' competitions. They organise workshops with TV, wireless and film workers.

716. ORJASAETER, T.
O postižených dětech. (About handicapped children.)
Zlatý máj, 26, 1982, No. 4, pp. 251-252.

This is a contemplation on the necessity to write and publish books for handicapped children that would support their overall intellectual, social and emotional development. Handicapped children can read some children's books published for everyone but they need also books designed specially for them.

717. ORJASAETEROVÁ, T.
O speciálních knihách pro postižené děti. (Special books for handicapped children.)
Zlatý máj, 26, 1982, No. 5, p. 317.

The author discusses the problem of special books for handicapped children and the requirement for an easily readable book for them. Books in the Braille system of raised writing, sound books and picture books with raised illustrations are published for blind children in many countries of the world. Sound books for children are suitable also for groups of handicapped children with reading difficulties, as well as for physically handicapped children that are not able to hold books. Printed books with bold letters are designed for children with impaired vision or with partial sight. Books printed in a symbol language are designed primarily for deaf readers. Picture books are published for children with retarded speech development, i.e. for mentally retarded, dysphatic and autistic children.

718. PELTSCH, S.
Tendence v uměleckonaučné literatuře pro malé děti v NDR. (Trends in the educational fiction for young children in the G.D.R.)
Zlatý máj, *26*, 1982, No. 4, pp. 207-209.

The paper evaluates the present-day production of educational fiction for preschool children and beginning readers in the German Democratic Republic. The author evaluates positively three editions that are published in the Altberliner Verlag publishing house. These are the editions "Tell me what you can see","A day in an animal's life" and an edition of so called instructive books. The illustration is stressed primarily in the first edition. The author gives only the initial impulse to the story that the child is to narrate according to pictures. The second edition (A day in an animal's life) is based on the results of modern research in animal behaviour. Animals are depicted in their typical environment without humanizing features. The third edition, i.e. instructive books, is the most demanding one. The books provide complete information on a given topic in its natural, economic and social connections. The author evaluates positively also some books published by the Junge Welt publishing house. These books provide knowledge of the nature and society in an unconventional and amusing way. Books struggling with dialectics adequate to the children's age are considered unsuitable. They are either too factual, they offer information without poetry, without joy of getting at the bottom of something and productive mastering, or they flood information with too much poetry. The article was translated from German.

719. RALSTON, M. V.
The music makers and the makers of dreams.
Early Childhood Education, 15, 1982, No. 1,
pp. 10-14.

The author stresses the importance of fantasy and creativity in the child's life with the present-day level of civilisation bringing stress and unprecendented demands. Children's literature can be a good help if it fulfils three basic characteristics: 1/ specificity, 2/ imagination, 3/ optimism. Books with these characteristics aid the necessary development of the child's imagination. A selection of domestic and foreign authors is used to show which books possess these qualities and the author supports her opinion with her own experience from work with children and young people.

720. RANFTL-GUGGENBERGER, D.
Rollenfixierungen im Kinderbuch des Vorschulalters. (Role fixation in children's books for preschool children.)
Erziehung und Unterricht, 132, 1982, No. 4,
pp. 327-343.
8 figs., 46 refs.

Books for preschool children are analysed from the viewpoint of two spheres of topics: the world of labour and the family. The author discusses the fixation of traditional ideas about the division of roles between man and woman in the treatment of these topics.

721. SINGKAMANAN, S.
Experience in promoting children´s literature through parents, teachers, librarians and producers of children´s books in Thailand.
Bookbird, 1982, Nos. 1/2, pp. 19-22, 24-27.

This paper delivered at the conference of librarians from developing countries discusses the promotion of juvenile reading in Thailand. It informs about the methods and forms of work of children´s libraries, the involvement of trainee teachers in work with juvenile readers, cooperation with parents and gives a review of present--day production of children´s literature. The whole project programme is followed by a special association entrusted with its implementation. The association´s seat is the central university library.

722. STEJSKAL, V.
75th birthday of Andersen medalist Říha.
Bookbird, 1982, Nos. 1/2, p. 42.
1 photograph.

This is to commemorate the significant anniversary in the life of national artist Bohumil Říha and to evaluate his work with a view to the international context of children´s literature.

723. STEPANOVA, M.
Master. (Master.)
Doshkolnoye vospitaniye, 1982, No. 9, pp. 43-45.

This is an evaluation of Boris Stepanovich Zhitkov´s work for children on the occasion of the 100th anniversary of his birth. He tried many genres. He was one of the founders of educational fiction, founded a weekly picture magazine for children that cannot read yet, created various kinds of toy books, participated in preparation of a calendar for children. He wrote 38 short stories about the work and heroism of Soviet people for preschool children. He found a suitable form, accessible to the children and understandable for them, acting deeply on their emotions. The publication "What I have seen" is not only an encyclopaedia for the youngest children, it also shows how man gets to know the world. Boris Zhitkov's works shape the character of the third generation of children now.

724. ŠTEVČEK, P.
Básnik ako dôverník v detských hrách. (The poet as a confidential friend in children's play.)
Predškolská výchova, 36, 1981/1982, No. 11, pp. 8-9.
1 photograph.

This is an evaluation of the poetry written by Miroslav Válek (1927). He does not underestimate the young reader in his verse for children, he draws the reader right into the process of the poem, into seeking the denoted things, their relations and meanings, makes the child think to the end of verse forms and connections. He also translates modern poetry for children, especially Jan Čarek and Julian Tuwim.

725. VIGANÒ, G.
La XIX fiera internazionale del libro per ragazzi. Riflessioni, tendenze e proposte per la scuola materna. (The 19th international fair of children's books. Reflections, trends and suggestions for nursery schools.)
Scuola materna, 69, 1981/1982, No. 16, pp. 1047-1048.
2 figs.

The 19th international fair of children's books held in Bologna (the second most important one of this kind after Frankfurt) concentrated 877 exhibitors, 104 domestic ones from Italy and 773 foreign ones from 58 countries. The fair concentrates book production for preschool age for a number of years. Especially the Italian production develops more than elsewhere (e.g. in England, France or Germany) and more attention is paid here to early childhood.

726. WALD, K. - BACON, B.
New literature for new people : children and books in Cuba.
Bookbird, 1982, Nos. 1/2, pp. 10-18.
8 refs.

This is a survey of the basic trends of present-day literature for children and young people in Cuba, of cooperation in the translation of literature from socialist countries and the publishing policy of the Cuban book culture.

727. ZIGOVÁ, E.
Čo sme si možno nepovšimli, (What we have perhaps not noticed.)
Predškolská výchova, 36, 1981/1982, No. 11, p. 23.

Literary works by Ľudmila Podjavorinská and Pavol Dobšinský are adapted to be more understandable for the present-day children. These adaptations are done in a masterly way by Mária Ďuríčková.

11.6 Theatre and film for children

728. Aktuální otázky současné tvorby. (Topical problems of present-day production.)
Československý loutkář, 32, 1982, No. 1, pp. 3-7; No. 2, pp. 26-29.
12 photographs.

This is a detailed evaluation of the show of professional puppet theatres "Mateřinka 1981" that took place in České Budějovice. The interviewers asked Jana Majerová, Markéta Schartová, Associate Professor Jan Císař, Jan Pavlovský. The answers were concerned with the individual performances and suitable age of the spectators, dominant means of expression, professional outfit for the performances, the communicative and artistic value of the performances and with developmental trends of puppet theatre.

729. CÁLIKOVÁ, A.
Súťaž v okrese Bratislava-vidiek. (A competition in the district of outer Bratislava.)
Československý loutkář, 32, 1982, No. 6, pp.132-133.
2 photographs.

The article inform about the results of a competition of amateur puppeteers. The competition was attended by two ensembles of older children, six soloists (mostly nursery school teachers and trainee teachers) and an ensemble of preschool children outside the framework of the competition.

730. CÍSAŘ, J.
Deník chrudimského porotce aneb jak utajit článek.
(The diary of a Chrudim juryman or how to conceal an article.)
Československý loutkář, 32, 1982, Nos. 8/9, pp. 184-191.
18 photographs.

The author evaluates the 31st puppeteers' festival in Chrudim, this time designated as the national workshop of amateur puppeteering. The contents of the festival were of methodological importance. Seminars, lectures, discussions and public evaluation of the individual performances concentrated on problems of creative work of the authors and dramaturgists. The national workshop also comprised seminars for nursery school teachers and a Studio of young people.

731. COUDRAIS, H.
Conte traditionnel et théâtre. (Traditional fairytales and the theatre.)
L'éducation enfantine, 1982, No. 7, pp. 15-18.
2 photographs.

The author reflects on the problems of staging traditional fairytales. She uses the examples of dramatised fairytales in the film and in TV and analyses children's opinions and reactions; her conclusion is that the children create and experience their own "performance" in the course of the narration. As the fairytale has its irreplaceable position in the development of children's fantasy, it remains attractive for the children. A fairytale staged in the theatre or in a film contains other qualities than a narrated one although they both process the same story.

732. DOBEŠOVÁ, L.
Využití loutky ve výchovném procesu. (The use of puppets in the process of education.)
Predškolská výchova, 16, 1981/1982, No. 6,
pp. 20-23. Cont.
3 photographs, 2 refs.

The children wish to renew their experiences after a visit to a puppet theatre or after seeing puppets in TV. For this purpose, they can get rod puppets designed by V. Leština, glove puppets, cone puppets, flat puppets or those made of natural materials. Younger children need neither the theatre nor puppets for play. Their expression is simple, they can replace anything by other objects, they do not even need any spectators. Older children develop a simple plot and require spectators. These plays are important not only for speech development but they also help to develop mutual contents, the collective begins to take shape. Playing requires from the children intentional remembering and recollection. Puppets can be used successfully in music education to introduce an occupation, for motivation, in song dramatisations, in making the children acquainted with musical instruments, for auditory riddles and the like. The connection of music with words and puppets has an emotional effect on the children, helps to develop their musical memory and fantasy. The use of puppets in music education is exemplified in the listening to the composition "A big turnip" by J. Páleníček.

733. DOBEŠOVÁ, L.
Využití loutky ve výchovném procesu. (The use of puppets in the process of education.)
Predškolská výchova, 36, 1981/1982, No. 7, pp. 21-23.

Puppets and glove puppets can be used in intellectual education to introduce a situation in the children's occupation, for motivation, or they can be used in the course of the whole occupation. The teacher uses glove puppets to help the children develop their mutual relations, to solve conflict situations, to help shy children to join the children's collective. Puppets may help to reinforce hygienic habits. Puppets and dramatised play help in the language education as they provide the children with new knowledge simultaneously with the spoken word. The speech of puppets should be clear, beautiful and understandable. A glove puppet may increase the motivation in the development of mathematical concepts, it may introduce or end an occupation. Puppet theatre stimulates the children's fantasy. They can imagine even a more complicate action that was expressed only by a hint in the play.

734. DOBEŠOVÁ, L.
Využití loutky ve výchovném procesu. (The use of puppets in the process of education.)
Predškolská výchova, 36, 1981/1982, No. 8, pp.8-12.
10 photographs.

Puppets may be used in physical education to introduce a situation and evoke the child's interest in exercise. Short plays are suitable in the sphere of education and health. The glove puppet may show how to wash one´s hands, how to use a handkerchief and the like. Puppets and the puppet theatre may help to reinforce the habits of traffic discipline, to teach the children traffic signs. The glove puppet may evoke the children´s interest in art activities in the course of art education, it may make the children acquainted with a new material. A theatre in the nursery school gives the children strong stimuli for artistic expression of their experiences. Dramatised folk and modern fairytales often include characters that are not among the usually produced puppets. This is why it is necessary to use improvised puppets made by the teacher together with the children. The author describes how to make cone puppets, flat puppets, puppets from natural materials and waste materials.

735. DOTŘELOVÁ, H.

Oblastní kola třetího ročníku individuálních výstupů s loutkou. (Regional rounds of the 3rd yearly competition in solo performances with puppets.)

Československý loutkář, 32, 1982, No. 7, p. 164.
2 photographs.

This is an evaluation of regional rounds of the 3rd yearly competition in solo performances with puppets that took place in Dvůr Králové and Přerov. The participants were mostly nursery school teachers and students of teacher training schools like in the previous year.

736. Krajská přehlídka učitelek mateřských škol.
(The regional nursery school teachers´puppeteering show.)
Československý loutkář, 32, 1982, Nos. 8/9, p.212.

The puppeteering show of Prague nursery school teachers is evaluated in the article. It was an anonymous, non-competitive show. The participants were introduced as representatives of their schools and city districts. Prague teachers tried to show all forms of puppeteering work that they use in nursery schools.

737. PAVLOVSKÝ, P.
Dětská porota s otazníky. (A children´s jury with question marks.)
Československý loutkář, 31, 1982, Nos. 8/9, p. 169.

This is a reflection on the fact that a children´s jury assessed almost equally (i.e. gave the highest marks) both the winning performance and a sub-standard one at the festival Skupova Plzeň and even preferred the other one. The author of the article is of the opinion that the award of the jury may be interesting but it is completely irrelevant. Really interesting facts may be ascertained only by a psychologist who works with the children in the course of their functioning as jury members and analyses their thinking as it manifest itself. Only a psychologist can say what interested the children and why and what he or she deems necessary and important for their mental development and why.

738. PAVLOVSKÝ, P.
Mateřinka ´81 a otázka hravosti. (Mateřinka ´81 festival and the question of playfulness.)
Československý loutkář, 32, 1982, No. 2, pp. 30-31.
1 photograph.

This is a reflection on the level of puppet theatre performances shown at the festival in České Budějovice. Their importance is evaluated primarily from the viewpoint of applying the principle of playfulness in all components of the performance. The author explains why playfulness is typical for theatre for the youngest children, what conditions the atmosphere of playfulness in a puppet performance for young children and why the element of playfulness naturally prevails in humorous genres.

739. Pomyslná reportáž o západočeské přehlídce loutkářských souborů. (A fictitious reportage from the West Bohemian show of puppeteer ensembles.)
Československý loutkář, 32, 1982, No. 7, p. 154.
1 photograph.

This is information about district shows of puppeteer ensembles in the West Bohemian region. Ensembles of nursery school teachers and students of teacher training schools were among those participating in the shows. The district regional show did not take place in this year.

740. SLUNEČKO, P.
Chrudimské ohlédnutí. (Once more about the Chrudim festival.)
Učitelské noviny, *12*, 1982, No. 33, p.7.

Puppet theatre is an important means of aesthetic, ethical and emotional education of preschool children. This was the topic discussed at a seminar for nursery school teachers that was organised on the occasion of the 31st puppeteering festival in Chrudim.

741. *Soutěž malých loutkářských forem.* (A competition of small puppet theatres.)
Československý loutkář, *12*, 1982, No. 2, p. 44.

This is an information about a competition of small puppet theatres that will be organised by the Regional centre of culture in Brno within the framework of the Amateur Art Festival 1982. The aim of the competition is to help promote small forms of puppet theatre (short propaganda plays, satire, pantomime, poetry etc.) in an untraditional environment out of the theatre (in nursery schools, in after-school facilities, school clubs, old-age homes, apprentice boarding houses etc.). Besides, the competition should help to build a base for improvised performance without sophisticated stage props and to win new prospective puppeteers, primarily from among nursery school teachers, students, young pioneer guides and apprentices.

742. THOMAS, J. P.
Une expérience de familiarisation des enfants au langage cinématographique. (Experience from familiarising the children with the film speech.) L'éducation enfantine, 1982, No. 5, pp. 18-20.

The author reflects on the beginnings of a film goer's education. As the child gets into contact with audiovisual means since the first years of its life, it is necessary to prepare it for an understanding of their means of expression. The process starts with showing the children silent films depicting stories from children's environment with simple and clear plots. The children reconstruct the stories on the basis of pictures. Guidance to the understanding of the film speech contributes to the education of both film goers and TV viewers.

743. TOMKOVÁ, A.
Jihlavský seminář pro mateřinky. (A seminar for nursery school teachers in Jihlava.)
Československý loutkář, 32, 1982, No. 4, p. 92.

This is information about a seminar that was prepared by the section of literary education at the preschool education board of the department of education of the district national committee in Jihlava. The seminar was aimed at providing nursery school teachers with basic information about the production of simple puppets and their use in all components of education. The seminar was also intended to stimulate the teachers' interest in work with puppets and to show them that it is not necessary to play with an expensive screen, that a table surface, an open cabinet or door is sufficient.

744. VESELÁ, J.
Přehlídka v Jablonci. (A show in Jablonec.)
Československý loutkář, 12, 1982, No. 6, p. 133.
2 photographs.

This is information about the district show of puppeteer ensembles of nursery school teachers in the Jablonec district.

745. WIEMAN, M.
Museum lalek w Paryżu. (The puppet museum in Paris.)
Wychowanie w przedszkolu, 35, 1982, No. 3,
pp. 166-168.
4 photographs.

The puppet museum in Paris - Courbevoie was set up by Consuela Fould, an admirer of the painter and puppet maker Ferdinand Roybet. She called it the Roybet-Fould puppet museum. The oldest exhibits date back to the 17th century, most of the puppets belong to the 19th century, especially French ones, and to the 20th century.

11.7 Film, radio and television for children.

746. COUTTY, M.
Les petits et la télévision. (Children and TV.)
L´éducation enfantine, 1982, No. 5, pp. 13-17.
1 photograph.

This is a reflection on various aspects of the child´s relation to television. The author criticises various kinds of children´s programmes shown in the French TV. He bases his arguments on the statements of television and education specialists. He recommends programmes played by adults, not by children. In his opinion, television could be used suitably in education and instruction.

747. GOUTARD, M.
En Finlande: un usage original de la télévision.
(An original use of television in Finland.)
L´éducation enfantine, 1982, No. 6, pp. 29-30.

The first part of the article deals with various ways of using TV in preschool education in various countries. The second part of the article is a description of the new type of educational TV programmes that proved successful in Finland. The programmes are in the form of short shots depicting an educational situation from everyday life in an interesting and emotional way and forcing the viewer to a decision over how to solve it correctly.

748. KONDEŇOVÁ, B. - FILKOVÁ, O.
Vývin vyšších citov u detí, sledovaný na rozprávkovom materiáli. (The development of higher feelings in children studied on fairytale materials.) Psychológia a patopsychológia dieťaťa, 17, 1982, No. 3, pp. 207-218.
3 tables, 12 refs.

The authors studied the effect of mass media (wireless - television) on the aesthetic and emotional experiences of children. The survey sample covered 23 nursery school children, 23 primary school pupils of grade one, 24 pupils of grade four, 24 pupils of grade five. The methods used in the survey were : 1. standardized interviews, 2. assessment of the intelligence level (the verbal part of the WISC and RAVEN tests). The authors state in conclusion, on the basis of the survey they conducted, that children are very sensitive spectators and that they discern well the quality of works of art.

749. KUSHKO, R.
Can television be a positive influence ?
Early Childhood Education, 15, 1982, No. 1, pp. 20-23.

The author points out the fact that television has influenced our lives very strongly in its approximately 35 years of existence and that its influence can hardly be resisted. Its effect is mostly spontaneous, practically uncontrolled from the viewpoint of education. It is well known that television causes a weakening of interpersonal communication, especially inside the family, and thus the choice of models for imitation shifts from parents and relatives to television heroes. It is possible and mostly also advisable to restrict the influence of television by a "television diet" but this does not solve the basic problem. The effect of television must be taken into account in the future and therefore it would be advisable to investigate possibilities of its positive use in education. In conclusion, the author mentions programmes for children and their makers that, in his opinion, meet the requirements for a positive effect of television.

750. LAURY, D.

De la télévision ... (On television...)
L'éducation enfantine, 1982, No. 4, p. 8.

At present, two phenomena can be observed in France. Parents from higher, especially intellectual strata do not let their children below the age of ten watch television. Children from socially weaker groups are left on their own and they spend as much as four hours a day in front of the TV screen. The author is of the opinion that both attitudes are incorrect. Television, which is a mirror of social life, becomes gradually a parallel school for children. It makes the children acquainted with the latest economic, social, cultural events etc. It is the parents' turn to choose television programmes for their children and to dose them correctly. The contribution of television for children should be neither overestimated nor underestimated.

751. POUSSETTE, M.
Barn behöver hjälp att bearbeta TV. (The children need help in choosing TV programmes.)
Förskolan, 65, 1982, No. 8, p. 22.
2 photographs.

Children often feel disorientated by the variety of television programmes. They should be taught to leave the room where TV is on if the programme that is shown is incomprehensible for them (just the same as putting aside an uninteresting and incomprehensible book) even though the visual impression may be very attractive.

752. SOVÁK, M.
Dítě a televize. (The child and television.)
Děti a my, 12, 1982, No. 1, pp. 7-9.
4 photographs.

One of the phenomena accompanying the scientific and technological revolution is a flood of information. The effect of information explosion on man's mental development is discussed. A chronic lack of information in early childhood deprives the child in its mental development. An abundance of information has negative effects on the physical and mental health. Chronic oversaturation with information causes mental defects caused by information stress. Due to oversaturation with information, man begins to arrange information globally on the basis of pictorial thinking. This is also the consequence of excessive watching of television. The author mentions what American psychologists have found about excessive watching of television programmes (mental passivity, the children lose the ability of analytical and synthetical thinking, they develop dyslexia). Television also influences the increasing crime rate. It is, in fact, a form of telehypnosis. Generation problems and hidden dangers of excessive use of TV are discussed.

753. BATES AMES, L.
Mainstreaming : we have come free circle.
Childhood Education, 58, 1981/1982, No. 4,
pp. 238-240.
2 refs.

The author returns to the problem of mainstreaming handicapped children and states that, in spite of undeniable contribution for both sides, this probably does not enable the utilization of special professional treatment offered by special classes. In her opinion, it is also not quite clearly positive to divide preschool children into groups in keeping with their chronological age as it usually does not correspond to their mental age. As every child is an individuality, it is very difficult to decide about mainstreaming on the basis of a single criterion only (age, kind of handicap). She therefore asks for more sensitivity in the solution of these problems on the part of educators.

754. CORBO, S.
Conoscenze di base per la formazione degli educatori del bambino portatore di handicap. (Basic knowledge for the training of educators of children requiring special care.)
Scuola materna, 69, 1981/1982, No. 5, pp. 292-294; No. 6, pp. 365-368.
3 tables, 2 charts, 1 ref.

The author presents a comprehensive draft programme for the training of specialised educators of children requiring special care with a view to the technical and psychological aspects of these problems (especially their socialisation.)

755. ESPOSITO, B. G. - PEACH, W. J.
Changing attitudes of preschool children toward handicapped persons.
Exceptional Children, 49, 1982/1983, No. 4,
pp. 361-363.
9 refs.

The article describes an experiment in which healthy children (9 children aged four to five) spent an hour a week in the nursery school with four handicapped children (mentally and physically handicapped) of the same age. The control group comprised five handicapped children of the same age that were educated only in a specialised facility. Both groups showed positive effects of their contact: normal healthy children got rid of their prejudice towards handicapped persons and the progress of handicapped children was quicker than in the control group that did not participate in the experiment.

756. GRELL, M.
Ausbildung für Heilpädagogik im Vorschulbereich in Basel. (The training of specialists in remedial education of preschool children in Basel.)
Der Schweiserische Kindergarten, 72, 1982, No. 6,
pp. 18-19.

Special courses for nursery school teachers that are organised in Basel are designed for those wanting to become specialists in remedial education.

The course lasts four terms with 24 periods a week or eight terms with 12 periods a week. A candidate must have at least two years of practice. The courses are run by the Institute for special education and psychology. The students sit for theoretical and practical examinations at the end of the course and those who pass get state diplomas entitling them to work in special nursery schools, in outpatient service centres for preschool children, in children´s asylums for young children and in crèches.

757. HERMAN-[illegible], J. - FORGERON
L´aide aux enfants en difficulté a l´école maternelle. (The help of nursery school to children with difficulties.)
L´école maternelle française, 1981/1982, No. 4, pp. 7-23.
2 tables.

The expression "children with difficulties" does not mean the same as "handicapped children", it denotes children that experience some difficulties in their lives (e.g. in the period after an accident, when their parents are divorcing, or due to an unsuitable way of living etc.). How to help these children was to topic of "educational days" that were organised in autumn and in spring and attended by educational, psychological, social and medical organisations from all over France. The first part of the article is devoted to the autumn "educational days"; it brings a detailed programme of work of four groups that the participants were divided into. It informs about new official directives, especially in the sphere of defect finding and paediatrics. The participants of the spring "educational days" were divided into five groups. At the beginning they listened to the paper delivered by Mrs. Forgerone on medical prevention in nursery schools. The discussion that followed reflected the whole width of the problems of hygiene in preschool child care facilities. The spring "educational days" were followed by the A.G.I.E.M. conference on 28th May 1980. A group of teachers prepared a paper on first aid in nursery schools for the conference.

758. JANDA, J.
Noční pomočování u dětí (Enuresis). (Night bed-wetting in children - enuresis).
Děti a my, 12, 1982, No. 2, pp. 18-19.

The causes of night bed-wetting in children are characterised and analysed. If the child does not stop discharging urine involuntarily during the day or at night till the end of its fourth year, then it is a case of enuresis. It has been found by statisticians that enuresis occurs in 5 to 10 per cent of children at the beginning of their school attendance. The causes may be classified in the following way : 1/ a disorder in the "maturing" of the function of control mechanisms, 2/ external effects in the child's surroundings and disturbed way of life, 3/ internal effects (an acute disease, pin-worms, enlarged adenoids); 4/ unbalanced mental development or feeblemindedness; 5/ so called urgent urination of younger children; 6/ conflict situations in the family; 7/ an overall disease or inborn or developed kidney or urinary tract disorders, i.e. so called secondary enuresis. The doctor should be consulted if the child kept dry and has suddenly started wetting, after the age of four if the child suffers from enuresis and also if enuresis is connected with difficulties in the course of urination, if the child complains of abdominal pain, cutting or burning pain and if the child discharges too much or too little urine. The treatment of enuresis can be divided into two groups. The first group comprises children with no revealed kidney or urinary tract disorder (the treatment consists in changing the child's daily regime, in adjusting the supply of liquids). "Interrupted urination" should be trained in both groups. A kind attitude to the child is necessary, the child must feel certain "pressure" on the side of its parents and realise that wetting must be restricted and eliminated. The second group comprises children in which the treatment of enuresis is conditioned by the treatment of another, more serious disease. Persistent enuresis that cannot be treated successfully at home may be a reason for admitting the child to hospital for observation and treatment.

759. KÁBELE, F.
Na závěr Mezinárodního roku invalidů. (In conclusion of the International Year of Disabled Persons.) Otázky defektologie, 24, 1981/1982, No. 9, pp. 330-338.

This is detailed information about a number of actions that took place in Czechoslovakia on the occasion of the International Year of Disabled Persons. The author of the article comes to the conclusion that the frequency of the actions and the number of institutions that organised them witness the interest of the society in problems of disabled persons and its effective help in the difficulties they meet in their lives and will stimulate this interest and help in future years.

760. KÁBELE, F.
Podmínky pro zaměstnávání postiženého dítěte.
(Conditions for keeping a handicapped child occupied.)
Rodina a škola, 24, 1982, No. 5, p. 11.

The first condition is a choice of suitable activity - play at a younger age, and later learning or training for a specific work activity. The second vital condition is the preparation of suitable working environment and equipment for the handicapped child. The third and equally important condition for successfully keeping a handicapped child occupied is the preparation of a long-term plan of the child's activity. The best advice to parents for the preparation of the plan and of a suitable environment can be provided by health and social workers.

761. KÁBELE, F.
Postižené dítě v ústavu. (A handicapped child in an asylum.)
Rodina a škola, 24, 1982, No. 2, p. 5.

In the beginning the author makes the readers acquainted with the problematic and complicated relations of a handicapped child raised in an asylum to its own family and vice versa. He states further that, in keeping with a U.N. declaration, child care should be provided in asylums in an environment that is similar to family environment. This is the reason for the contemporary worldwide trend to set up facilities in the form of surrogate families, with the possibility to develop close interpersonal relations in a small group.

762. **KÁBELE, F.**

Rodina s postiženým dítětem. (A family with a handicapped child.)

Rodina a škola, 29, 1982, No. 1, p. 4.

Nowadays it happens with increasing frequency that the mother and especially the family refuses to accept a handicapped child in the maternity clinic and leaves the child in the care of health care facilities with the intention to shift their duties and responsibility to someone else. The author of the article makes the readers acquainted with a number of problems that arise in a family with a handicapped child. Besides, he presents statistically founded facts on how many days and years a child brought up in an asylum spends with its family. About 60 per cent of mentally handicapped children have not spent a single day in their families and only 8 per cent stayed with their families for more than two months. It was the other way round with physically handicapped children; 12.3 per cent of them did not spend a single day with their families at home, 60 per cent stayed with their families for more than two months.

763. KÁBELE, F.

Zaměstnání postiženého dítěte. (The occupation of a handicapped child.)

Rodina a škola, 24, 1982, No. 4, p. 11.

Every handicapped child must be kept occupied, otherwise it becomes a mere object of care and a heavy burden for its family. An exception is formed only by physically or mentally handicapped children that are completely unable to move or to react to external stimuli. The article mentions a number of badly handicapped people who achieved very good results thanks to their tenacity and perseverance and thanks to the help of equally tenacious and persevering parents, physicians and teachers and other professional workers, in spite of their handicap.

764. KRACÍK, J.

Výchova nemocného dítěte. (Raising a diseased child.)

Rodina a škola, 24, 1982, No. 2, p. 11.

Parents are made acquainted with the mental reactions of children to diseases. Special features of education provided in health care facilities are described. Nursery schools and primary schools in hospitals and sanatoriums are expected to educate and instruct their charges in a way enabling them to continue successfully with school attendance after their recovery. Moreover, the special school should help the children to get well by keeping them in good mood, by eliminating their feelings of sadness and desolation.

765. MONATOVÁ, L. - KREŇKOVÁ, A.
Evropská konference OMEP a Mezinárodní rok invalidů. (The European O.M.E.P. conference and the International Year of Disabled Persons.)
Predškolská výchova, 16, 1981/1982, No. 5, pp. 18-23.

This is information about the European conference organised by the Swiss committee of the World Organisation for Preschool Education (O.M.E.P.) in Geneva in the year 1981, its topic being "Social integration of children with physical, mental, social and cultural differences". The main aim of the conference was to point out the importance of a timely integration of a handicapped child among its healthy peers securing thus optimum living conditions for handicapped youth and adults. The main papers delivered at the conference dealt with the following topics : A hadicapped child - from its handicap to its being different, School education of children with social and cultural differences (including preschool education), An outline of the social integration of a mentally different child, A physically handicapped child in a normal nursery school. The main papers were followed by discussions in three workshops. The workshops dealt with the social integration of children that are different in the physical, mental or social and cultural respect. The contribution of the Czechoslovak delegate dealt with early diagnosing of initial reading and writing disorders. The proceedings of the conference gave the participants a deeper insight into the problems of special educational treatment and into its present-day conception in Switzerland. Marked differences could be observed between the capitalist society and the socialist way of life where many problems of the capitalist world do not exist any more. Conference proceedings were supplemented with visits to special children care facilities.

766. Nevidomé dítě v rodině. (A blind child in the family.)
Rodina a škola, 24, 1982, No. 3, p.6.
4 photographs.

The aim of a special counselling centre for the parents of blind children is discussed by Josef Smýkal, the headmaster of a special nursery school for blind children in Brno. The parents of blind children get to know through the counsellors what skills, knowledge and habits their blind children should acquire before they come to nursery school, i.e. before they reach the age of four. Further, they are made acquainted with spheres in which their blind children will be retarded in comparison with the healthy population (e.g., in spatial orientation and in locomotive activities). In Josef Smýkal´s opinion, the most effective activation of parents in their educational efforts is the knowledge that the society guarantees good prospects and adequate jobs for disabled persons. The counselling centre provides information in this respect, too. The work of the counselling centre is supplemented with a methodological handbook with the title "A child with impaired vision in the family". The handbook deals with the education of the youngest children since their birth till the age of four.

767. ŘEHÁKOVÁ, K. - KALENDOVÁ, M. - MERTLOVÁ, L.
Nejen pochopení, ale i pomoc. Ještě k Mezinárodnímu roku invalidů. (Not only understanding but also help. Some more notes on the International Year of Disabled Persons.)
Děti a my, 12, 1982, No. 1, pp. 19-20.

The declaration of the year 1981 as the International Year od Disabled Persons by the U.N. General Assembly was aimed at drawing attention to disabled persons and at securing for them rights and opportunities enabling them their full participation and social integration. There are 920,000 people with permanently bad health in Czechoslovakia; out of this number, 60,000 are children and young people. Special care for a handicapped child should start as early as possible. The parents of a handicapped child should cope psychically with the reality as soon as possible and they should begin as soon as possible to help their child actively to overcome the consequences of the handicap. The aim of the education of handicapped children is their full integration into the society of healthy people, good working conditions and social opportunities. The children attend special nursery, primary and secondary schools. Mildly handicapped children can attend normal schools. Various kinds of handicaps are characterised and forms of help by healthy fellow-citizens are described. Benefits provided by the state to handicapped children and adults are enumerated. The parents of handicapped children need an understanding from the public, they need natural social contacts, they need help. It is necessary to accept handicaped persons as equal partners. Our society creates the best prerequisites for this.

768. SANDEMAN, M.
A pleasant experience.
Early Childhood Education, 15, 1982, No. 1,
pp. 24-25.

The author describes the experience with mainstreaming handicapped children in a normal school. It turned out that the integration of handicapped children was by far not so problematic as expected. The handicapped children were much more independent and adjusted themselves more quickly than children attending a special school. The integration of handicapped children was very successful, thanks to the help of specially trained teachers and parents.

769. SANDLER, A. - COHEN, A. - THURMAN, S. K.
A training program for parents of handicapped preschool children : Effects upon mother, father, and child.
Exceptional Children, 49, 1982/1983, No. 4,
pp. 355-358.
22 refs.

The paper investigates the effect of a training provided to 21 mothers and 15 fathers of handicapped preschool children. The training program consisted of lectures and individual practical training (practical training was given to mothers only). The mother-child interaction showed a positive effect but no change was found in the father-child interaction. The conclusions suggest that fathers should be given practical training.

770. SMÝKAL, J.
Speciální učební pomůcky na mateřské škole pro nevidomé. (Special teaching aids used in the nursery school for blind children.)
Otázky defektologie, 24, 1981/1982, No. 6,
pp. 233-238.
6 figs.

The article brings a detailed description of a set of plates for inserting the models of basic geometrical figures and ways of handling the set. The children are expected to insert square, oblong, triangular, round and pentagonal plates into the respective holes. These teaching aids help to develop mathematical concepts in children and they have been developed by the nursery school staff.

771. ŠTRÁCHALOVÁ, B.
Dyslexie ve vztahu k předškolním zařízením.
(Dyslexia in relation to preschool facilities.)
Předškolní výchova, 36, 1981/1982, No. 9,
pp. 16-18.
6 figs.

Dyslexia and its consequences for the child's psychology manifest themselves in primary school. However, it is suitable at preschool age to note circumstances that may influence the development of this disorder. The author mentions some topics based on the Programme of educational work. They are not meant as remedial exercises, they are rather natural activities aimed at an all-round development of the personality that may help in alleviating or eliminating difficulties met by dyslectic children. She suggests exercise training the right-left orientation and spatial orientation, rhythmic reproduction, composition of parts into a whole, the loosening of the hand in graphic expression, the training of the correct articulation and basic exercise for the motor development of the whole body.

772. VICO, G.
Educazione sanitaria e salute della persona.
(Health education and human health.)
Scuola materna, 69, 1981/1982, No. 5, pp. 287-290.
12 refs.

The author discusses problems of physically and mentally handicapped children and their education as well as conditions for a healthy development of normal children. The links between physical and mental development are shown in connection with Fromm's psychoanalytical conception and the author's own work.

12.2 Behaviour disorders

773. ANGELOVA, L.
Izplashenoto dete. (A fearful child.)
Preduchilishtno văspitanie, 30, 1982, No. 4,
pp. 18-19.

Fear is discussed as a kind of mental state and its harmful effect on the child's overall development is described. Fear is an obstacle in the process of education. Mistakes in the education intensify the feeling of fear and lead to the development of neuroses in children.

774. ENEVA, G.
Trudnovăspitavashtite se detsa. (Difficult children.)
Preduchilishtno văspitanie, 30, 1982, No. 9,
pp. 33-35.
1 ref.

The problem of difficult children is discussed from the viewpoint of qualitative changes, transitions and jumps in the child's development. Educational workers must know these conditions very well. It is a mistake if these states are sometimes considered as a disease. The author presents valuable experience and advice for nursery school teachers.

775. KEMESSEY, M.
Entwicklungsstörungen und ihre Behebung. (Developmental disorders and their elimination.)
Der Schweiserische Kindergarten, 72, 1982, No. 10, pp. 18-21.
18 refs.

If the child is exposed to adverse influences, such as lack of attention, underestimation, violence, it tries to offset this condition by abnormal behaviour, such as aggression, defiance, jealousy, passivity, lack of confidence. The child usually tries to attract attention, to show superiority, to revenge or to pay back. If the educator recognises these connections, he or she may help the child by purposeful treatment. The teacher must find out what aims the child follows, react in a completely different way than what the child expects, praise the manifestations of the child's positive behaviour and encourage the child. The author presents several examples to show how changes in the behaviour of an adult may influence positively the child's actions. However, parental cooperation is necessary.

776. MAJZLANOVÁ, K.
Problémy pri výchove detí s poruchami správania. (Problems in the education of children with behaviour disorders.)
Predškolská výchova, 37, 1982/1983, No. 2, pp. 22-23.
5 refs.

An unsuitable family atmosphere (stress, a split), insufficient or exaggerated demands made on the child, lack of emotional stimuli and indifference to the needs of the child may be causes of the child's neurotic development. It is manifested by psychomotor restlessness, emotional lability, negativism, aggressiveness or anxiety, unstability, changing moods. These children are not able to adjust themselves to the society of other children, they are not able to concentrate. Neurotic habits, such as thumb-sucking or nail-biting, are manifestations of the child's increased strain. Children with conspicuous adjustment or behaviour disorders should be recommended to an educational psychology counselling centre. These children require personalised approach in the nursery school, the teacher's knowledge of the family background and a concerted action of the family and the school.

777. PAVLOVÁ-ZAHALKOVÁ, A.
Máte nervózní dítě ? (Is your child nervous ?)
Rodina a škola, 24, 1982, No. 8, p. 3.

Real neuroses, i.e. pathological nervous disorders, do not afflict children quite as frequently as it is generally believed. However, children can show changed reactions to various stimuli, neurotic traits and neurotic features. These phenomena are generally called infantile neuroticism. Neurotic symptoms are highly varied and they change in the individual age groups. They include thumb-sucking, fits of rage, headaches, lack of appetite, recurrent vomiting, diarrhoea, bed-wetting, tics, sleep disorders, excessive sensitivity, lack of independence, petulance, fearfulness, ambitiousness and also aggressiveness and aversion to society.

Whether neuroticism will develop into a real disease depends on a very intricate interplay of biological and social factors. The condition may get fully back to normal or it remains unchanged, or it may lead to a real neurosis.

12.3 Speech defects

778. DROZDOVÁ, R.
Logopedická péče. (Speech therapy care.)
Predškolská výchova, 16, 1981/1982, No. 7,
pp. 26-27.

This is information about the activities of the speech therapy methodological centre attached to the city educational centre in Ostrava. The centre organizes lectures on speech therapy for nursery school teachers and teachers in special and primary schools in cooperation with the city counselling centre for educational psychology and the district and regional ear specialists. In 1981 the centre ran a course for speech therapy assistants in cooperation with the respective authorities and preference was given to nursery school teachers as participants. The centre checks the involvement of all participants in speech therapy practice either in speech therapy counselling centres or in the schools where they work. It is the aim of the centre to provide every nursery school with its own speech therapy assistant who would take care of individual speech therapy exercise in cooperation with the parents. This work is done above the teaching load and the teacher can be paid for it in the form of a special remuneration or the teacher's salary may be increased. It would be suitable to set up a speech therapy prep room with the basic equipment in every bigger nursery school and to reserve the necessary number of lessons for speech therapy work in all nursery schools.

779. LECHTA, V.
Osobnosti vývinu reči nevidiacich detí. (Specific features of speech development in blind children.)
Predškolská výchova, 17, 1982/1983, No. 2,
pp. 24-26.
17 refs.

Blind children are retarded in their speech development. The child learns to speak by imitation. Visual stimuli are equally important as the hearing. The absence of sight manifests itself negatively also in the comprehension of the contents of heard words. Stimuli for verbal manifestations are limited without visual stimuli. The familiarization with the surroundings by touch is also retarded in blind children. A blind child is limited to experimenting with objects that are handed to him or her by an adult. It follows from this that it is necessary to provide the blind child with possibly many haptic and auditory stimuli for verbal manifestations, to enable the child experimenting, to stimulate the child in an educational way.

780. MIRONOVA, S.
Preduprezhdeniye i ustraneniye zaikaniya u detey.
(The prevention and elimination of stuttering in children.)
Doshkolnoye vospitaniye, 1982, No. 6, pp. 44-48.

The gradual development of speech goes continuously through several stages. Disturbed continuousness may be the cause of stuttering. It can manifest itself only when the child begins to form sentences. If the parents observe that the child repeats syllables or sounds or that it inserts various sounds between words, they should pay attention to this. First of all, they should slow down the child's speech development, return to an easier form of speech contacts, limit the supply of information, avoid everything that excites the child, they should not force the child to speak in front of strange persons. If stuttering does not disappear in the course of several months, it is necessary to visit a specialist.

781. NAZAROVA, S.
Muzykalno-ritmicheskoye vospitaniye detey s narusheniyami rechi. (Music and rhythmic education of children with speech defects.)
Doshkolnoye vospitaniye, 1982, No. 1, pp. 90-92.

This is experience from a nursery school for children with speech defects. The feeling of rhythm and tempo is often disturbed in these children, they are not able to modulate their voices, they are notoriously clumsy, their articulation apparatus and musical ear are not developed sufficiently. Music education is of remedial nature here. The music teacher coordinates her work with the work of the speech therapist. The singing of songs contributes to the development of interrupted coherent speech, correct articulation is trained by short tunes. Movement accompanied by music develops the motor coordination. The listening to music helps to develop the auditory perception, concentration and perseverance.

782. SOVÁK, M.

Metodika speciální výchovy nemluvících dětí.
(Methods used in the special educational treatment of dysphatic children.)
Otázky defektologie, 25, 1982/1983, No. 2,
pp. 57-62.

The methods of special educational treatment of dysphatic children are based on the principles of the ontogenetic speech development while respecting general educational principles (advancement from the simple to the complex, respect for the individual qualities of a child etc.). Nursery schools are considered to be suitable educational facilities for dysphatic children. These may be either special nursery schools or classes in nursery schools for children with partial hearing as well as for children with normal hearing. The most frequent mistakes in the care for dysphatic children include late diagnosing, treatment and special educational treatment. It is also incorrect when the speech therapist disrespects the principle of the continuity of speech development stages and neglects emotional relations and imitation and, last but not least, if he or she neglects the principle of concreteness. It is considered equally incorrect to force the children to speak, to repeat what has been said. This causes stress situations for less resistant children and even neuroses. Forcing gifted children to speak in front of strange persons may have adverse effects, too.

783. STAVRAKOVA, C.
Izpolzuvane na rimuvanata rech za preodolyavane na zaekvaneto. (The use of rhymed speech in the elimination of stuttering.)
Preduchilishtno vǎzpitanie, 30, 1982, No. 2, pp. 32-36.
3 refs.

The author presents her system of work in the elimination of infantile stuttering. She uses rhymed texts, especially various short nursery rhymes and riddles. She gives a number of methodological and practical instructions that the teachers may use in concrete situations. She analyses various stages in the speech development in stuttering children and the effect of rhymes on the elimination of their stuttering.

784. SVAČINA, S.
Problémy výchovy a vzdělání neslyšících dětí. (Problems of the education of deaf children.)
Otázky defektologie, 25, 1982/1983, No. 2, pp.41-48.

This special paper devotes the introductory part to a historical outline of the development of care for the education of deaf children. The next part deals with the contemporary problems of the education of deaf children. The use of the conventional language of signs in boarding schools (for children between three and fifteen years of age) is not beneficial for the acquisition of loud speaking by the deaf. It is suitable to encourage the children to communicate with normally hearing people orally, if their knowledge of vocabulary and grammatical forms enables them oral communication. Where the knowledge of the oral speech is not sufficient for communication, it is not a mistake to combine the writing with gestures. The knowledge of the language of signs will not be detrimental to the teachers, either. On the contrary, they will be able to follow the interests and views of the children and this will enable them to get to know the children better.

785. ŽÍLA, F.
Speciální péče dětem s vadami řeči. (Special care for children with speech defects.)
Komenský, 106, 1981/1982, No. 8, pp. 470-474.

The most frequent kinds of speech defects in preschool children and junior school children are described. The author gives recommendations and examples of progressive methods removing speech defects in connection with the development of thinking and cognitive processes which means that the tasks of language education are accomplished in all subjects of instruction.

786. ŽLAB, Z.
O tsv. specifických poruchách výslovnosti. (On so called specific pronunciation defects.)
Otásky defektologie, 25, 1982/1983, No. 2, pp.
2 refs.

The research report presents a definition of specific pronunciation defects, i.e. articulation clumsiness and specific assimilations. The research study covered 720 children divided into three groups according to their speech defects and the results showed that children with specific pronunciation defects differed in many indices from children with non-specific speech defects and without any speech defects. These findings gave rise to the hypothesis that specific speech defects should be considered as a separate clinical group.

12.4 Intellect defects

787. ČERNÁ, M.
Hovoříme s rodiči mentálně postižených. (Talks with the parents of mentally handicapped children.) Rodina a škola, 24, 1982, No. 8, p. 9.

This is the title of a new serial dealing with the education of mentally handicapped children that has been prepared by the education editors of the Czech radio (Main editors' office for children and youth.) It will be broadcast as a part of the weekly programme for parents known under the name "We and our children ". The serial will start in autumn and it will be broadcast between 9.30 and 10.0 a.m. on Saturdays on the Vltava broadcasting station. The article brings information about the general conception of the programme. Selected problems connected with the origin of mental retardation, its diagnosing, the development of a mentally handicapped child, specific features of this child's personality in various periods of the life, the possibilities of the child's education will be discussed in the programme with respect to the raising of handicapped children in families. The envisaged programme should help the parents to make their educational treatment more effective, correctly oriented and purposeful and to bring their children maximum benefit.

788. DUCHÉ, D. J.
Liberté et éducation. (Freedom and education.)
L' éducation enfantine, 1982, No. 1, pp. 7-10.
1 photograph.

This interview with D. J. Duché, professor of children's neuropsychiatry, reveals the causes of unsuitable education that leads to a steadily increasing number of children requiring neurological and psychiatric treatment.

789. CHOVANEC, K.
K některým otázkám školní zralosti. (Some problems of school readiness.)
Komenský, 106, 1981/1982, No. 8, pp. 458-460.

The author discusses the results of a survey of the mental level of children attending the first grades of primary school, their overall readiness for school work, the level of their social feeling, suggestibility, verbal expression, the acquisition of social and hygienic habits and physical mobility.

12.5 Motor defects, laterality

790. **BUYUKLIEV, P.**
Funktsionalnata asimetriya na gornite kraynitsi.
(Functional asymmetry of arms.)
Preduchilishtno văspitanie, 30, 1982, No. 3,
pp. 17-19.
2 tables.

The functional asymmetry of arms is a deviation from the normal development. The author suggests two tests for ascertaining this asymmetry: a long throw of a small firm ball with the left hand and with the right hand and a high throw with the same ball. He states average results for the individual age groups. The author's conclusions concerning ways of achieving a symmetry of the arms are of practical importance.

791. **HALÁSOVÁ, A.**
Pohybová výchova postihnutých detí. (Physical education of handicapped children.)
Predškolská výchova, 36, 1981/1982, No. 7, pp.28-29.
1 photograph.

The article discusses experience from the children's sanatorium in Kováčová where 40 preschool children afflicted with the consequences of brain paralysis are treated in the neurological ward. Besides motor defects, the children often show retarded development of the mental functions, epilepsy, sight, hearing and speech defects. The children are divided into three groups. Physical training activities in the proper sense of the word do not take place, rehabilitation physical training is provided by children's nurses. The morning exercises are led by the teachers. They include exercises for the training of the whole body, especially those for supporting the correct posture. Locomotive games and ball games come later. Easy locomotive games connected with songs or nursery rhymes help to develop the speech. In the afternoons the teachers devote themselves to the children individually. The tasks are chosen for the individual children on the basis of results of their psychological examinations.

792. MATĚJČEK, Z.
Pěstounská péče pro invalidní děti. (Foster care for handicapped children.)
Děti a my, 12, 1982, No. 1, pp. 6-7.
2 figs.

Problems of the education of a handicapped child in the family are discussed as well as forms of surrogate family care (adoption, big family groups). Parental reactions to the fact of having a handicapped child are basically of two kinds. The negative kind of reaction means that the parents cannot bear the thought that their child is not normal and they abandon the child or reject it actively. The positive reaction is that the parents accept the handicap of their child as a challenge of the fate or a life task that they must cope with. They gear all their efforts to getting ready for this task as well as they can and they try to obtain help from their relatives, friends and specialists. Such parents feel satisfaction that they have done everything that was in their power to help their child. The best kind of care for handicapped children without their own families is individual foster care that was enacted in the year 1973. Individual foster care is a form of family care where the parents take an alien child and raise it together with their own children. The child comes to their family on the basis of a court sentence and they get some financial contribution from social welfare institutions. The administration of foster family care is in the hands of the social welfare departments of district national committees. Foster care is provided to normal healthy children that could not be adopted for various reasons as well as to problem children with health defects or other problems. Their foster parents accomplish what science, special educators and professional psychologists cannot do. This is what gives foster care in contemporary conception its irreplaceable importance, greatness and social value.

12.6 Diagnostics of development

793. MALÁ, E. - ZVOLSKÝ, P.
Genealogická studie dětské schizofrenie. (A genealogical study of infantile schizophrenia.)
Československá psychiatrie, 78, 1982, No. 4,
pp. 217-224.
1 table, 14 refs.

The study presents processed results of an extensive research of schizophrenic children from the genealogical viewpoint. Using Weinberg's shortened method for alternative calculations of the risk of developing a psychotic disorder in a strict sense of the word (clearly diagnosed cases and suicidal cases) and in a wider sense (as above plus alcoholism and psychopathy), the authors found that the risks were 13.3 and 20.0 per cent (age between 15 and 50 at the beginning of the disease) and 11.4 and 17.6 per cent (age between 0 and 50 at the beginning of the disease) and 14.2 per cent and 30.9 per cent for the parents (for both age groups). Taking into consideration studied professional literature and their own research and clinical experience, the authors arrive at the conclusion that schizophrenia is caused mainly by genetic biological factors although the effects of external traumatizing factors are not negligible, especially factors of psychotic nature operating in early childhood.

794. RABOCH, J. - PONDĚLÍČKOVÁ, J.
Nové poznatky o sexuálním vývoji lidí. (New knowledge of man´s sexual development.)
Československá pediatrie, 37, 1982, No. 1,
pp. 27-31.
1 chart, 10 refs.

The article brings new facts about the sexual development in prenatal and postnatal period that were discovered in the last decade. It was found out that very important processes influencing man´s sexual behaviour take place at the time of the intrauterine development of the fetus. Decisive changes take place in comparatively very short time intervals in the so called formative periods. The formative period lasts somewhat longer after birth; however, it takes rather several months than years. Stimuli from the sociosexual matrix are probably most effective in the second year of life. Biological factors and influences from the social environment that form the sexual development are so intermingled in its course that it is not possible to separate the somasexual development from the psychosexual one as it was usually done earlier.It can only be stated that there are periods with the prevalence of psychosocial influences. The sexual development is accompanied by the complex process of sexual differentiation.

13. ENVIRONMENT SURROUNDING THE CHILD : BUILDINGS, PLAYGROUNDS, EQUIPMENT AND FACILITIES

795. BRÁZDOVÁ, E. - BLÁHOVÁ, J.
Vybavení herny v jeslích. (The equipment of a crèche playroom.)
Predškolská výchova, 37, 1982/1983, No. 3, pp.15-17.
1 photograph, 2 figs.

This is an instruction for the use of the "Universal" sectional-unit furniture system in the crèche playroom. The furniture can be used for making various corners for children's play: a kitchen, a living room, a corner for constructive play. Interior colouring should be either in contrasting colours or in shades of the same basic colour.

796. PANTELEYEV, G.
Udobno i krasivo. (Nice and cosy).
Doshkolnoye vospitaniye, 1982, No. 11, pp. 25-31.

The child spends several years in a preschool facility. This is why the interior design of rooms for each age group should have its specific contents and form, why it should have an increasing level of cognitive and aesthetic value from crèche age to senior preschool age. The author brings recommendations for achieving aesthetic environment in the separate nursery school rooms, i.e. in the dressing room, day room, bedroom and washroom.

797. PAUDEROVÁ, L.
Využití školní zahrady. (The use of the school garden.)
Předškolní výchova, 37, 1982/1983, No. 3, p. 20.

When playing, the children like to use various corners, carry toys to another place and the like. This is why they have plastic baskets, beach screens, tree trunks, mats and awnings in the school garden.

798. SYNKOVÁ, J.
Dítě a moderní požadavky na bydlení. (The child and modern living requirements.)
Československá pediatrie, 37, 1982, No. 2, pp. 78-81.
10 refs.

This theoretical paper discusses requirements for living, the flat, its surroundings, the housing estate in a city and in the country from the viewpoint of hygiene and child care. It deals with the daily programme of children at home and outside their homes with respect to their health, physical, mental and social development. These problems are discussed in connection with environmental protection.

799. TURČÁNIOVÁ, M.
Predmetné prostredie detských zariadení. (The material environment of child care facilities.)
Predškolská výchova, 36, 1981/1982, No. 7, pp.24-25.

The Bratislava branch of the Institute for Industrial Design is entrusted with the task to carry out in the seventh five-year-plan a complex research and design of the material equipment for all kinds of child care facilities catering for children below the age of six. So far, the institute has concentrated on furniture design only. The material environment is formed by the furniture as well as by objects for play, common meals, hygienic needs, dressing etc. The application of all standpoints of industrial design will primarily mean a consideration of the economic aspect : the designed equipment must be a universal system consisting of elements. The elements should be produced on a large scale and they should find a wide use in the practice.

800. Záznamy. (Records.)
Umění a řemesla, 1982, No. 3, p. 45.
8 figs.

A collection of children's vehicles has been prepared by the painter Boris Duda and the architect Ivo Suslík: a scooter, a tricar, a four-wheel car, a bicycle for three-year-old children and a balancing ball for older children. Simultaneously, they have designed a building set called Model 82, which is a set of elements that can be mutually combined and that are designed for use in collective child care facilities. The children can use the set for building climbing frames, tents and hiding-places in the playroom as well as in the garden.

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